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Mr. Butler Broke Out in a New Spot.

At the meeting of the active members of the N. E. A. at Boston an important and somewhat amusing episode occurred in the effort of Nicholas Murray Butler to wipe out the by-law that provides for choosing members of the nominating committee by the several state delegations. And thereby hangs a tale:

Dissatisfaction with the close corporation management of the N. E. A. by a

select coterie whom George P. Brown aptly dubbed the Patricians began to appear as early as 1890, when at the St. Paul meeting "Czar Canfield," as he has since been called by the members of the association, refused to entertain an appeal from a ruling he had made on the ground that the N. E. A. was *not a deliberative body, nor its chairman subject to the usual rules of parliamentary procedure!*

Later some of the active members began quietly to investigate the business and political methods of the little group that always rides on the band wagon, and concluded that it was time to put into definite shape some reforms that would benefit the whole association and not a few self-appointed leaders. Ever since the mystery surrounding the undue haste to get possession of a deceased treasurer's effects, and the suspicious copyrighting schemes both in Cleveland and Denver, there had been a widespread desire to know something from the managers themselves of the peculiar management of the business of the association. The evident desire of the management to keep the directory under control, by either choosing directors ignorant of the machine, or in sympathy with it, has been recognized for years.

At Milwaukee, in 1897, a reform movement was begun, and an amendment to the by-laws offered which provided for the selection of the nominating committee by the active members from each state. After a heated discussion the amendment was referred to the board of directors, and a most adroitly worded substitute for it was reported back and adopted, for meanwhile the "Patricians" perceiving what a storm was blowing conceded that something must be done. An amendment was framed which on its face seemed to

provide for the reform that was demanded, but which could easily be interpreted and administered so as to defeat the very purpose the movers for amendment had in mind, namely, to curtail the president's power in running the machine. Supt. Gove expressed the sentiment of the controlling coterie when he said in the directors' meeting: "For my part I am satisfied with the management as it has been, but there is manifest so much dissatisfaction that it seems necessary to make some change; and I have no doubt that if we make this slight concession now, in two or three years matters will drift back to where they are at the present time—everything in the president's hands." Accordingly an amendment was framed, and by concerted action of the president and the inner circle it was railroaded through the next day—all discussion and all other business being ruled "out of order."

The amendment provided for separate meetings of the active members from each state to choose members of the nominating committee; but to make their choice effective "a majority of the active members in attendance" was required. Here was a loop-hole through which any president might crawl. "In attendance" where? At the N. E. A., or at the meeting of members from a state? The former is the interpretation presidents have recently given this by-law. We believe that J. M. Greenwood (1898) recognized state action in every case where such action was reported, but since then the other interpretation has prevailed. This year the climax was reached when President Eliot refused to recognize any state nominations on the ground that they were not the action of "a majority of the active members in attendance"—*at the N. E. A.*

Dr. E. E. White framed the amendment of 1897; the editor of this journal called his attention to the fact that it would bear and would probably receive an interpretation that would throw the whole matter again into the president's hands. Dr.

White did not believe that would be the case, and we have a letter from him in which he says: "The nomination must be made by a majority of the active members reported in attendance *at the time the meeting is held.*" He adds that others "cannot be counted by the president, and there is no possible motive for such action." (This shows what child-like confidence Dr. White had in the motives of men.) Mr. Greenwood's administration as president of the N. E. A. seemed to prove that our suspicions were not well founded, and that the by-law was to be observed in good faith as a reform measure. But later developments demonstrated the very opposite, and when President Eliot made up his slate in total disregard of state nominations, it seems that Mr. Butler thought it an opportune time to get rid of the by-law, innocuous though it had become through technical interpretation, re-establishing formally and openly the old-time autocratic rule of the you-tickle-me-I-tickle-you coterie. Possibly he had a dream that he might repeat the performance at the Washington City meeting where he hypnotized the active members into voting away their right to a voice in choosing the secretary. But Mr. Butler was awakened from his dream in a dramatic manner. Introducing a resolution to repeal the by-law referred to above, he backed it up just as in the Washington performance with one of his best and most persuasive speeches; the motion was promptly seconded, and up to this point the machine seemed to be working smoothly; but at this juncture half a dozen members sprang to their feet. Miss Margaret Haley thought she saw in the move a covert design to disfranchise the women; this, of course, was an error on her part, due to the fact that she was not acquainted with the bit of history recited above; it was not surprising, however, that her suspicions should have been aroused, since one of the persons whom President Eliot had refused to recognize as legally elected on the nomi-

nating committee was Miss Kellogg of Chicago, although Miss Kellogg was the choice of the regular Illinois state meeting of over 100 members.

The old contest between the members and the ring waxed warm for about two hours. President Eliot twice came to the aid of the Patricians throwing the weight of his personal influence, also some adroit casuistry, in favor of Mr. Butler's motion to repeal the by-law. It soon became evident that the proposition would be plowed under, for as the irony of fate would have it, Mr. Butler was confronted by many of the very persons whom he had publicly called "chronic malcontents," "revolutionists," "conspirators," "educational politicians" and "anarchists" for having dared in 1897 to introduce the motion to change the by-laws. And the members did not stop with rejecting Mr. Butler's motion to repeal but proceeded to "rub it in" by adopting an amendment which makes it impossible for a president to disregard the wishes of the members from any state who may choose their representative on the nominating committee. Thus what Mr. Butler hoped would prove a quiet funeral turned out to be the resuscitation of a very lively corpse.

This was enough for one meeting, but there remain two other changes to be made before the management of the N. E. A. will be in the hands of its members and not subject to the control of a small mutual admiration society. First, the directors also should be chosen by the state delegations at the same time and in the same manner as the members of the nominating committee. Second, a by-law should be adopted which would give force and effect to Art. IV, Sec. 2, of the constitution which provides for the election of the president and the treasurer by the active members. At present they are virtually elected by the nominating committee, and the active members merely ratify the report of that committee, which

thus becomes an electing not a nominating committee. A by-law like this would cover the point:

When the vote is taken by the committee on nominations for candidates for president, first vice-president and treasurer, the committee shall report the persons having the highest number of votes not exceeding two as the candidates for each office. But if any person shall receive a two-thirds majority of the votes cast by the committee on nominations for any one of the aforesaid offices, then the person receiving such two-thirds majority shall be reported as the only candidate for such office.

To be elected to office under such a plan would be an honor, for there could then be no suspicion that it came to any one in due course, because it was his turn, in the game of "ring around a rosy."

A Dozen Mouldy Chestnuts.

Here are a few worn-out phrases that every accomplished, up-to-date speaker and writer avoids. A few of them are notably and specially marks of schoolmaster English, and fall thick and fast from the lips of teachers who speak in public. Others are the peculiar vice of educational editors, as most of them can easily discover by looking through their files and noting how often they have said of some teachers' meeting that "it was a great success"; or of a speech, that "it was well received"; or of some teacher this bit of editorial taffy: "He is the right man in the right place"; or of a commendable movement, that it was "a step in the right direction."

Here is the list; if you find any of the expressions in your habitual vocabulary, cut them out, and thus greatly improve your diction:

- "Someone has said."
- "I was strongly impressed."
- "It seems to me."
- "One word more."
- "I want to say."
- "In closing, let me say."
- "Allow me to add."
- "It was a great success."
- "The right man in the right place."
- "The address was well received."
- "A step in the right direction."
- "Along this line."

The Institute.

S. Y. GILLAN, CONDUCTOR.

Notes by the Way.

BY S. Y. G.

A week's work at Freeport, Illinois, gave a pleasant opportunity to renew old acquaintances, this having been my fifth institute session in Stephenson County. This was my first opportunity to see the institute work of Frank H. Hall, author of Hall's Arithmetics, and it was both a pleasure and an inspiration. Mr. Hall is a serious-minded teacher whose professional interests are centered in arithmetic, agriculture and the education of the blind; remarkably "short" in the sense of humor, and never or seldom employing any form of pleasantly to enliven or illustrate his lessons, he is nevertheless able to hold the close attention of an institute by the intrinsic merit of the matter presented. In teaching the elements of agriculture probably only one other institute worker in Illinois is Mr. Hall's equal, and that is "Jo." Carter, whose work will be mentioned later in this series.

Freeport, Illinois, is associated in the minds of all Illinoisans with the names of Lincoln and Douglas, for it was here they engaged in their most famous joint debate on the slavery question. A few months ago a monument was erected on the spot where the debate occurred, and President Roosevelt made the address at its dedication.

In the Middle West, corn and culture have a close relation to one another. When the grain crop is good or promising, schools of higher instruction are well attended, and *vice versa*. The institutes at Norfolk and Columbus, Nebraska, early in June were held during the season of abnormal floods, which seriously threatened the crops of that region, and the unpropitious weather and crop prospects at the time seemed to have a depressing effect on the institutes, especially in the

matter of attendance. But Superintendents Crum and Leavy could not have foreseen this, for usually early June in eastern Nebraska is the very best time to hold an institute.

Crossing the river at Kansas City on the first train that passed over the temporary bridge built after the great flood which surpassed all previous records in that region, my course lay toward the Sunny South for a week's work in the Cherokee Nation, Indian Territory. In this land of corn, cotton and cattle, which is a happy medium in climate and resources between the North and the South, one does not need to be a prophet to see that a wonderful development of the rich native resources has already begun which in a few years will attract wide attention.

At present the local laws of the different Indian tribes, or "nations" as they are called, are still in force, subject to the rulings of the Federal courts and the Department of the Interior; but in 1906 these local laws will cease to be operative, the land meanwhile is to be divided in severalty among the "citizens," that is, members of the "nations." These are persons who can prove that by lineal descent they are Cherokees, Creeks, Choctaws, etc., also whites resident in the territory who have married Indians of these nations, and Negroes who were slaves or whose ancestors were slaves of the Indians in the territory before the emancipation. After 1906 Indians or other "citizens" will be able to sell their land and transfer the title; at present this can be done only in the organized towns. The public schools in the country districts are for the children of "citizens"—Indians and Negroes—the whites may send their children by paying tuition.

To the minds of many readers no doubt the word Indian brings up a sort of composite picture in which are blended red men with blankets, tomahawks, moccasins, wigwams, calumets, etc.; but any one who

goes into the Cherokee Nation with such a picture in mind has much to learn. Here is a civilized people many of whom trace their ancestry back to a time preceding the Revolutionary war, and even then the Cherokees had begun to be civilized. We find prosperous and wealthy farmers, business men, lawyers, doctors and ministers; and nearly all of the teachers are Cherokees. Many of them would pass for whites almost anywhere, and among the Cherokees there is but little mixture with blacks. In some of the other tribes it is different. It is not uncommon to see Cherokees with light hair and blue eyes. Yet there are also many who are copper colored, even full blooded.

The old city of Tahlequah, where the institute was held, is picturesquely located among wooded hills, and bountifully supplied with springs of water equal to those of Waukesha or Saratoga. It contains the Council House or capitol building, where the council meets, a substantial brick building resembling a modern court house. Here is the Ladies' Seminary and near by a collegiate institution for men; the former has a fine three-story brick building with hall, class-rooms and dormitories to accommodate over two hundred students. These institutions and the public schools are supported from the "national" (Cherokee) funds and are managed by the Cherokee Board of Education. I found these gentlemen, Messrs. Ward, Wyly and Parks to be earnest, intelligent and public-spirited citizens working zealously and harmoniously with B. S. Coppock, supervisor of the Cherokee schools, for the promotion of public school interests. John D. Benedict, formerly assistant state superintendent of schools in Illinois, was appointed by President McKinley as Superintendent of Schools for Indian Territory when that office was first created; he has general supervision of all the public schools in the Territory and has an assistant in each "nation." The slight disposition to resent at first the intrusion

of another Federal officer with general powers of supervision has vanished, and by means of that native common sense and frankness of manner which has friends of former years in the Middle West remember so well, Mr. Benedict has become the most popular school man in the Territory; were statehood granted to the Territory, his election as state superintendent of schools would be practically unanimous.

Muskogee, as it appears on the map, has but one railroad. It actually has four, and is a prosperous city of about 12,000, with solid blocks of business houses, two flourishing colleges, a good hotel, etc. Tahlequah also has a railroad, although the maps in our school geographies do not show it. The "Katy Flyer," a magnificent train on the M., K. & T. Railroad brings Muskogee within 15 hours of St. Louis.

The name of Harvey is familiar throughout the Southwest—not the author of the grammar, nor of the "lesson-plan," but the one who established and runs a chain of the best railroad eating houses that it has been my good fortune to find anywhere. At Parsons, Kan., the "Katy" stops long enough for the passengers to enjoy a fifty-cent meal which is superior in quality and style of service to the best served in the East at much higher price. After a meal at a Harvey railroad restaurant the traveler feels very kindly toward the "wild and woolly West." Anent the pleasures of the table, my boarding place at Tahlequah was a hotel managed by an Indian woman whom her guests call "Aunt Eliza," and a more comfortable inn has not sheltered me since—rooms neat and scrupulously clean and food well cooked and served.

These notes are chiefly of personal impressions and experiences, and they will not always nor necessarily touch on matters strictly educational. I had more to learn than to teach during my stay among the Cherokees, and there was much food for thought and speculation both as to the past and the future. As a copper-colored

barber skilfully passed his razor over my throat I thought of what might have occurred had his great grandfather met mine. At a banquet at which were met the alumni of the Cherokee Seminary, among the toasts was this responded to by a young Cherokee lawyer: "The Passing of the Cherokees." The speaker accepted the inevitable—the absorption of the race—and advised that all adjust themselves cheerfully to the change. He said: "The Cherokees will exist in the future only in song and story. As a separate people we shall soon cease to be." Considering the place and the occasion it struck me as very pathetic, but there was no trace of resentment or pessimism in the speaker's words, tone or manner. In a room near the banquet hall was a fine bust of Sequoia, the famous Cherokee historian and man of letters, who, in the hope of perpetuating the separate identity of the Cherokees, invented an alphabet and gave his people a printed language. A newspaper in Tahlequah is printed one-half in this language and alphabet, the other in English.

Search Questions.

- (1) Why are there no warships on the Great Lakes?
- (2) Why has Texas no section lines?
- (3) What and where is the Western Reserve, and why so called?
- (4) How can a state borrow money from a man and refuse to pay it?
- (5) By what names has the Federalist party been known at different periods of our history?
- (6) What is meant by "School Lands"?
- (7) Draw a map of your state showing base lines and principal meridians.
- (8) What has our government ever done about standards of weights and measures?
- (9) During how many years since 1860 has there been no Vice-President of the United States?

The Social Demand for Manual Training.

PROF. SAMUEL PETERSON, UNIVERSITY OF NORTH DAKOTA.

It is of suggestive import that manual training schools have been established chiefly in the northeastern states, and in the larger cities. And it seems to the writer that the explanation and justification of the movement may be found in a consideration of the nature of our trade, industrial, and household development.

So long as trade and industry were carried on on a small scale, the father found it to his interest to make use of his sons outside of school hours. The merchant with his small store, and with one or two clerks, or perhaps with none at all, needed, and could employ to advantage, his sons, during the leisure hours of school days and on Saturdays. The artisan-manufacturer, with his small shop, himself often the only worker, was able to make use of his sons, outside of school hours, and instruct them in his business or trade. As regards the girls, the households were formerly so managed that there was no lack of opportunity for the daughters to make themselves useful in the kitchen beside the mother, and generally throughout the home, the mother herself taking part in the actual performance of household duties.

Now conditions in trade and industry, and in the home, in our cities and manufacturing communities, have largely changed. The father is generally either a great employer of labor, or one laborer among many. Stores in our cities, and manufacturing establishments generally, are of such size and so organized that the employer's school-attending sons cannot be employed to advantage. Rhythm has become an important element in our commercial and industrial processes. If the father is an employe in one of these large establishments the conditions are still less favorable for the utilization of his sons' time out of school. As to the girls, if the home is that of the employer, or a salaried

employe, servants are present to do all the work, while the mother merely gives order, devoting herself chiefly to social matters in all their varied scope. If the home is that of a wage-earner it is often so small and simple, or so situated, that the opportunity for training is quite lacking.

Thus it has come about that the school-attending boys and girls of the present generation, in our cities and manufacturing communities, do not, outside of manual training schools, have the opportunity, and generally are not required, to devote a portion of their time and energies to some practical manual work.

The actual conditions and consequent results may be seen more clearly if our large cities and manufacturing communities are contrasted with our villages and rural districts. In the village store or shop, and in the village home, there are still opportunities for the boys and girls to use their minds and hands in practical, every-day matters; while on the farm we have still the conditions of former times, with plenty for every member of the family to do throughout the greater part of the year.

It would seem that we have here the scientific explanation of the success of the country-bred boys and girls over the city-bred, of those from agricultural over those from manufacturing communities, in the competition for position in life. The latter have every educational advantage in the way of better teachers, better buildings, better courses, longer terms and more regular application to study. And yet they are surpassed by the former, from the start, in the strenuous struggle of our city and industrial life—that life to which the latter are native, and the former foreign. The only sufficient test of an education would seem to be the resulting fitness of the individual to compete and excel—to attain success—in life. If this be true, it would seem to follow that the country-bred boys and girls have, in their natural, every-day, practical contact with the af-

fairs of life, an *educational* advantage that emphatically counterbalances the advantages of the city-bred. The old explanation, based on the greater healthfulness and freedom of country life is no longer sufficient. Suburban, if not urban, life, can probably be shown to surpass village and country life in every hygienic aspect. An explanation must be sought in the actual training undergone; and when it is once realized that the advantage of the country-bred boy and girl lies in the training they have received, the movement for the most practical forms of industrial training in our cities and manufacturing communities should receive an impetus heretofore unknown.

Some Notes on the Boston Meeting.

Over 30,000 teachers were there.

A new phrase is added to the American teachers' vocabulary, "Boston hospitality."

If we have ever said any mean things about Boston, we "take it all back" and hope to be forgiven.

Two thousand teachers were in line waiting to be enrolled, but they did not have to wait long; the machinery for handling the crowd was the most complete and efficient ever seen at such a meeting.

Receptions, entertainments, excursions, etc., were furnished for everybody free. No commercialism was visible anywhere.

Even the chronic kickers were not heard; they were there, but there was nothing to kick.

The guides were not young boys, but high school students, and Boston schoolmasters; to offer tips would have been an affront. That unfortunate precedent set by Milwaukee in 1897 will never again be followed.

It is worth something to know that one has attended the largest meeting of teachers ever assembled on this planet.

Great credit is due Mr. E. A. Winslip, of the New England Journal of Education, for making the meeting what

it was. His untiring and effective work during the meeting and for months before deserves special mention.

Harnessing a Glacier.

There is a good suggestion for a geography lesson in the story of how Mount Rainier, a vast peak rising almost 15,000 feet above the Pacific, with more than one hundred square miles of heavy glaciers surmounting its hoary summit, is being harnessed to do the work of a whole chain of cities along Puget Sound. This, according to an article in the Boston Journal, is the stupendous undertaking that two young graduates of the Massachusetts Institute of Technology, Messrs. Charles A. Stone and Edwin S. Webster, are at present engaged in. Along the little Puyallup River that trickles off the northern side of the mountain they are constructing hydraulic arrangements for drawing electric power from the unnumbered acres of ice above, to upbuild great industries in Tacoma, Seattle, Everett, Olympia, Whatcom and the other live young cities of the great Northwest. All winter the moist rains from the Pacific beat upon the slopes of the lofty volcanic peak, storing up inexhaustible power there, and from the ice fields several streams of remarkably steady flow furnish the engineers their unique opportunity. All they have to do is to catch the water as it pours down the steep, direct it against a wheel, attach a wire, press a button, and thus give a while broad valley light, heat and traction. Nor will the beauty of the mountain or the after uses of the water be in any way injured. The huge flume, carrying the flow of a good-sized river, will be but as a thin line drawn along the side of a hill. The immense power generator will sit like a toy at the base of a cliff. For the rest, a few wires will stretch down through the forest to the cities by the sea. Nature will still be unspoiled, while men will ride more freely, will read more safe-

ly, will produce more for their labor. This idea of making the slow-moving glacier do rapid work as common carrier for the benefit of mankind has already been tried in a small scale in several places in the Alps; but the Stone-Webster undertaking is the first in this country, and is the most gigantic yet projected.—Teachers' Institute.

[NOTE: The remark in the above about making "the slow-moving glacier do rapid work" is misleading. It is not the movement of the glacier that is being utilized, but the water power from the streams that come from the melting of the glacier.—S. Y. G.]

Thirty Poisonous Plants.

Send to the Department of Agriculture at Washington, D. C., for free pamphlet entitled "Thirty Poisonous Plants." Every one who loves to roam in the fields and forest should know the poisonous plants. It is very fortunate for those who are fond of rambling through the fields and woods that most of the plants in that government list are poisonous only when eaten. Nearly all cases of skin poisoning are from poison-ivy or poison-sumac.

It will doubtless surprise many who read this pamphlet on "Thirty poisonous plants" to learn that the lady's-slippers or moccasin flowers are included in the list. A poisonous oil similar to that of poison ivy is secreted in the leaf hairs, especially at the fruiting season. The leaves and flowers of the lily-of-the-valley are also poisonous when taken internally. The taste, however, is very bitter, so no one is likely to eat them.

The beautiful mountain laurel is so often eaten by sheep, resulting in their death, that the farmer calls it sheep-laurel, or poison-laurel.

There is but one kind of poison ivy (known to botanists as *Rhus toxicodendron*). This has three leaves. Another climbing, trailing shrub of the same general appearance, on walls and rail fences, is the Virginia creeper. This is not poisonous and has five leaves. It will help

you to remember which is the poisonous and which the harmless if you picture the three leaves as the index hand pointing "go"; that is, the three leaves, representing the three parts of the index hand—thumb, forefinger, clasped fingers. Regard the five-leaved as the thumb and four fingers of the hand opened in welcome.—St. Nicholas.

Lessons in Reading. I.

BY S. Y. G.

The meaning of a statement depends not wholly on the words used, but largely on the way in which they are spoken. Sometimes the way a sentence should be spoken is indicated by the punctuation, but not always. A Congressman had called another member a liar, and was required to apologize. He offered a written apology and read it thus: "I said that he was a liar it is true; and I am sorry for it." But the apology appeared in print as follows: "I said he was a liar; it is true and I am sorry for it."

On a placard in a public hall was printed, "Gentlemen do not spit on the floor." Read it as printed—a declarative sentence. Now insert a comma after the word gentlemen, and read it as an imperative sentence.

Every lady in this land
Hath twenty nails upon each hand
Five and twenty on hands and feet
And this is true without deceit.

Read the foregoing lines inserting pauses where necessary to make true statements.

Read this at sight:

It was and I said not or.

Following are a few examples for drill in the use of pauses, inflection, and emphasis in giving expression to different shades of meaning:

(1) The dog would have died if they had not cut off his head.

(2) The men would have perished if their boat had not sunk.

(3) He would have recovered if they had not sent for the doctor.

(4) Mr. Percival would hardly have cared had they given him quarters under the eaves.

(5) He is a foolish man who indulges in riotous living.

(6) The office of president is rightfully mine.

(7) And he said unto his sons, Saddle me the ass; and they saddled him.

(8) Build me straight, O worthy master,
Staunch and strong, a goodly vessel
That shall laugh at all disaster,
And with wave and whirlwind wrestle.

(9) October's clear and noonday sun
Paled in the breath-smoke of the gun;
And down night's double blackness fell
Like a dropped star, the blazing shell.

Read (1) so as to mean that the dog's life was saved by cutting off his head; then read it so that the statement shall not be an absurdity. In (2) imagine the men to be in mid-ocean without food or water, and no help near. Change the picture and suppose they were above Niagara Falls, near the danger line, but before they reach it the boat sinks and they swim ashore.

Can you read (3) so as not to cast any reflection on the doctor? In (4) think of Mr. Percival as not satisfied with the room assigned him in the hotel, also assume that the "quarters under the eaves" are better than the room of which he complains. The other view which these words may give the hearer when properly read is that while another man might complain Mr. Percival is so good-natured, or his mind so engrossed with things other than the ordinary comforts of life that he would not complain even had he been given a worse room, one under the eaves, the very poorest.

Read (5) as a universal moral proverb, good for any man, place or time. Now read it so as to apply to some particular man. How would Mr. Hayes have spoken (6) in February, 1876? How would Mr. Tilden have spoken it? How would each have spoken it two months later?

As printed in the Bible, the last word of (7) is italicised; evidently italics do not always indicate emphatic words.

Read (8) as if these words were spoken by the ship to her builder, telling how she wished to be built; then turn to Longfellow's Building of the Ship and see whose words they are. What part of speech is "straight"?

In (9) what was it that fell? Look out for the pauses or you will leave that shell hanging in space without any grammatical support.

Stanley Hall on Co-Education.

At the recent meeting of the N. E. A., President Hall of Clark University read a paper on co-education in which he advocated separate schools for boys and girls in the high school grade. He spoke in substance as follows:

Co-education is here, is widely approved, is cheap, and is expedient. These facts may be cited by its defenders, but they are all old arguments, with which we, who impeach co-education have long been familiar. Those who have studied the question have reached the conviction that there are new considerations which go to the very foundations of the question of the functions of the sexes, arguments which, I believe, cannot be arraigned. Many of them are so subtle that it is difficult to state them particularly in a few minutes. One of these is that co-education during the middle teens tends to sexual precocity, and this is the worse because it is so subtle and insidious, and it is worse for boys than girls, because girls are more mature at this age than boys. It is a very grave danger to civilization.

Identical co-education has been carried to a greater extreme in this country than anywhere else, until it threatens to interfere with the natural differentiations everywhere seen in home and society. While I would not abolish co-education, I would modify it. While each sex develops some of its best qualities in the presence of the other, and while each is helped, there are also offset dangers and injuries. While in collegiate and university grades young people can work together, there is something unnatural and dangerous during the earliest teens when a girl's whole life depends upon normalizing the lunar month in familiar association with boys when she must suppress and conceal her instincts at times, which suggest stepping aside to let Nature do its beautiful work. There should be some reverent exemption from the hard struggle of existence in the world, or from mental life in the school.

Statistics show that marriage is under-

taken later in life than formerly, and late marriage is one of the things which tend to the decay of civilization. When the normal man reaches thirty and is not married I begin to think something is the matter with him. When he is thirty-five and unmarried, I am almost convinced that something is the matter, and begin to think that it might be well to have a tax on bachelors. When he reaches forty and is still unmarried, I am convinced that something is wrong; that the man has neglected a duty and should be classed with those who will not fight for their country in time of war or who will not pay their taxes.

A little bloom is rubbed off the ideal girl by a close and incessant contact. Each sex seems less ideal to the other when at close range and when in constant view. This disillusion weakens the motive of marriage, and one of the results of co-education is perhaps seen in the small and diminishing rate of marriage among college graduates of both sexes.

One bad effect in girls is seen in all statistical studies, which show that their ideals are not found among noble women, but in men. About eighteen out of 100 college girls even go so far as to state that they would rather be men than women, and more than one-half choose male ideals. This suggests to a recent writer that unless there was a change we would soon have a female sex without a female character.

A different discipline, regimen and method of work is needed for the boy; he needs more utility and drops out of high school where the present progressive feminization prevails. Boys tend to grow content with work that develops or requires girls' qualities and fail to develop their own.

The sexes diverge as we go up the scale of civilization, being most alike in savages and increasingly less alike in mind and body among the higher races. Boys and girls are separated from each other now at this age, not only among savages, but among most cultured races. In the home this same separation at this age is more or less marked. The school and all institutions should push sex distinction to its utmost. Make boys more manly and girls more womanly. Do not forget that motherhood is a very different thing from fatherhood. Neither sex should set copies or patterns for the other.

We can, at least, enlarge the elective system, try to avoid the great preponderance of girls in the high school, differentiate between courses as nature suggests and give women in the end an education that fits her as well as present methods fit boys.

A Form of Theft.

At various times we have called attention to the systematic "working" of publishing houses for samples afterwards to be sold by school people who would never think of stooping to this form of stealing in any other line of merchandise. The following list was recently offered a second-hand dealer by a prominent Iowa superintendent. We print the list that it may be seen just what an unnecessary and uncalled-for expense publishing houses are subjected to. The book houses ought to compile a black list and refuse to send sample books to those who seek them for revenue, and this list ought to be published in the state papers. Besides this list, which was marked "new," there was a correspondingly long list from the same superintendent marked "second-hand":

NEW.

Stepping Stones to Literature, 5, 6, 7, Arnold.
 Elemen. Arithmetic, Frank H. Hall.
 Werner Arithmetic, I., II., III., Hall.
 Rational Method in Reading, Ward.
 Latin Prose Composition, Arnold.
 Key to Prose Comp., Arnold.
 Latin Lessons, Coy.
 Outlines of Gen. History, Colby.
 Bellum Helveticum, Lowe.
 Plane Geometry, Milne.
 Primary Arithmetic, McClelland and Ames.
 History of the U. S., Fiske.
 Survey of U. S. History, Gerson.
 Applied Physiology—Intermediate, Overton.
 A Healthy Body, Stowell.
 Plant Relations, Coulter.
 Manual of Botany, Caldwell.
 Comp. and Rhetoric, Scott and Denney.
 New Arith., 100 authors.
 Elements of Civil Govt., Peterman.
 Outlines of Plant Life, Barnes.
 Our Country's Story, Tappan.
 Mother Tongue Books I. and II., Arnold.
 Franklin Arith., First Bk., Seaver.
 Franklin Arith., Second Book, Seaver.
 English Grammar, Baskerville and Sewell.
 Modern Eng. Grammar, Buehler.
 Public School Arith., McClelland.
 Course in Eng., Bks. I. and II., Hyde.
 Reed's Word Lessons, Reed.
 Foundations of Botany, Bergen.

Handbook of Botany, Bergen.
 Educational Music Reader, III., IV., V., VI.
 Grammar School Geog., Frye.
 Grammar School Geog., Swinton.
 Juvenile Wreath of Song, Luce.
 Ideal Wreath of Song, Luce.
 Sovereign Wreath of Song, Luce.
 Natural Music Series, Bks. I. and II., Ripley.
 Natural Music Reader, Primer, Ripley.
 Nat. Music Reader I., II., III., IV., V., Ripley.
 Outlines of Common Branches, six copies.
 Secondary Algebra, Fisher.
 Mental Arithmetic, McNeill.
 Grammar of Eng. Sentence, Rigdon.
 Physical Geography, Davis.
 Intr. to Physical Science, Gage.
 Physics by Experiment, Shaw.
 American Literature, Watkins.
 Key to Com. School Bookkeeping, Bryant & Stratton.
 Geology, Geike.
 Manual of Synthetic Reading, Pollard.

The Yale Graduates and Napoleon.

That the spirit of militarism has been growing rapidly in this country in recent years is patent to every intelligent observer; and a most portentous feature of the situation is the fact that our schools have been deliberately and consciously aiding and abetting this decadent movement under the guise of "teaching patriotism." A striking illustration of degeneracy induced by the exaltation of military heroes is seen in the action of the graduating class of Yale University, when they selected by vote Napoleon Bonaparte as their ideal historical character.

One would hardly expect to find in Wall Street a delicate sense of discernment in matters of ethics; but even the Wall Street Journal is shocked to learn that the moral sense of the Yale men is so blunted; it comments on their action as follows:

Bonaparte! Think of it—actually chosen by a class of young bachelors of arts, just issuing from one of the greatest American universities, as their favorite among the long line of men who have written their names on the imperishable scroll of fame. It is well for those philanthropists who are pouring their wealth into the endowment funds of schools of learning, to consider a moment what this means. Is that a good investment of money whose dividend is the selection of Napoleon Bonaparte as the world's greatest hero.

No doubt now exists as to the character and career of Napoleon. He has been weighed in the balance of history and found wanting. Matchless in will and intellect, capable of forming the most colossal plans, and audacious in carrying them into execution, he was the most brilliant man of his century. The story of his achievements and his final failure makes some of the most fascinating pages of history. The world never tires of reading about Napoleon. There has especially in recent years been a notable revival of interest in him. His life has been rewritten by modern historians, and scarcely a month passes that some magazine does not contain an article intended to throw some new light upon his career. This very month there has appeared an article by Goldwin Smith in which it is sought to establish the theory that Napoleon was not so much consciously wicked as that he was entirely lacking in moral sense. The judgment of history is that Napoleon was a moral monster, the most splendid embodiment of selfishness, the world has ever seen. Boundless and unscrupulous in his ambition, he deluged Europe in blood. No moral law was strong enough to stop him in the pursuit of the objects of his ambition. That his career should be studied in a university is natural and right, but that he should be deliberately chosen as the favorite historical character seems monstrous.

For of what use is a school of learning if it does not mould character as well as train the mind. What must be that instruction that at the end of a long college course leaves the graduates holding in their hands the life of Napoleon and declaring that to be their ideal? Is it worth while to devote so much money and talents to the education of the young if that is the net result? One would naturally think that young men fresh from association with masterpieces of the world's literature and from study of ancient and modern history, would have selected as their favorite one of those heroes whose lives contributed splendidly to the sum of human happiness and progress.

But after all, it is upon reconsideration, not strange perhaps, that the Yale students selected Napoleon. Does not Napoleon in many ways personify the ideas that are dominant in modern business? Commerce has become conquest, conquest not

always by war, but conquest by methods none the less ruthless and immoral. It is not inappropriate that we often speak of a great captain of industry as "a Napoleon of business."

For Teachers of Reading.

- (1) Should the children tell the substance of the lesson before they begin to read in class?
- (2) Should the child "keep the place with the finger"?
- (3) Should the child know all the words before attempting to read?
- (4) Should one child get a new word from another who already knows it?
- (5) Should a child who is reading be interrupted to correct errors?
- (6) Should the children watch for errors to be corrected when the reader is through reading?
- (7) What kind of questions should the teacher ask concerning the reading lesson?
- (8) Should the reading of one child be pitted against that of another?
- (9) Should a child read until he has made a mistake?
- (10) Should the children read in concert?
- (11) Should the paragraph be used as the unit of class work, that is, should the change of pupils in reciting occur at the end of a paragraph?
- (12) Should passages be read by the teacher as a model for the child?

Ten Worst Books.

A correspondent who is tired of the "Ten Best Books" lists asks the Bookman for a list of the ten worst books. The editor offers the following as the ten worst which he has ever read, though confining himself to the books whose authors might have been expected to do better:

- (1) Philip (Thackeray).
- (2) Joan of Arc (Mark Twain).
- (3) Alton Locke (Kingsley).
- (4) Aylwin (Watts-Dunton).
- (5) Daniel Deronda (George Eliot).
- (6) Lothair (Disraeli).
- (7) Clarissa Harlowe (Richardson).
- (8) The Blithedale Romance (Hawthorne).
- (9) Hyperion (Longfellow).

Do We Speak English?

To Harper's Magazine for August, Brander Matthews contributes a valuable article on foreign words in English speech in which after citing facts to show that English will soon become the world-speech, he points out the necessity of encouraging the natural tendency of the language to become more simple in structure. He says the greatest defect of the language is its spelling, which is "more barbarous and more unscientific than that of any other of the important languages," and he adds: "Almost every one of the leading scholars in linguistics is on record in denunciation of English orthography as it is to-day." But the changes in spelling, he thinks, must come slowly so as not to startle the conservative masses.

After discussing briefly the "hospitality" of the English language in taking into itself words from other languages, Dr. Matthews makes the following strong argument for anglicising fully the words thus adopted:

The Norman conquest supplied us with many words almost synonymous with words already existing in the language and derived from Teutonic roots; and in the earlier chapters of *Ivanhoe* we are reminded how the words of French origin were reserved for nobler uses. The early supremacy of the Dutch in agriculture, in horticulture, and in ship-building is made evident by the fact that a large proportion of the English words dealing with the farm, the garden, and the ship are of Dutch origin, and were borrowed from the brave little republic when the Englishmen went to school to the Hollander to learn what he had to teach. The early supremacy of the French in all that appertained to the art of war is clearly recorded in our language by the prevalence in the military vocabulary of terms taken over from the tongue of Louis XIV. and of Napoleon I. *Cannonade, ambuscade, brigadier, colonel*, are a few of the words thus borrowed, which we have made our own, and use now in forgetfulness that they are not of the purest Anglo-Saxon origin. Sometimes we have even made a convenient verb out of

a French noun, itself made out of a verb, as when we report that a body of soldiers *rendezvoused* at a certain point. Whether or not to *rendezvous* has really got itself admitted into English may be open to dispute now; but it was in frequent use during the civil war, and it may be found in Mark Twain's *Innocents Abroad*, written only two years after Appomattox. That Scott used it in the *Heart of Midlothian* is perhaps added evidence as to the influence of the French language on Scottish usage.

And just as the history of these words of French origin and of Dutch origin throws light upon the annals of the English race, so also do certain words derived from one or another of the dialects of the American Indian or from the debased speech of the French Canadian. *Moccasin, wigwam, and tepee* remain to record how the white man and the red came into contact here in what is now the United States; and *chowder* (from *chaudière*) attests that the man who spoke English when he went into the backwoods had something to learn from the man who spoke French. In like manner *surry* and *ayah* and many other exotic vocables would bear witness to the fact that the British had established themselves in India, just as *trek* and *veldt* testify to the collision of the Briton and the Boer in South Africa, and just as *stoop* and *spook* are evidence of the founding of New York by the Dutch.

But these words have all of them been assimilated by the English language; and we use them without giving a thought to their foreign origin. We have made them ours, once for all, and they are incorporated in our speech finally to be governed by all the rules of our own language. Certain words there are, however, which linger along the borders. Some of these seem to have taken out their papers, but have not yet received their full citizenship. Their position is pitiful and anomalous; and it is the object of the present essay to call attention to their condition and to suggest that the time has come to make a decision, and either to take them into our own tongue or to cast them out finally. It is not wholesome for our own language to employ foreign words, governed by the rules of a foreign grammar, and rebellious to those of our own. If these words are

useful and necessary, we ought to admit them to full rights, and to insist that they obey the regulations of our language. In time, no doubt, that tendency toward uniformity which is potent in every language will probably enforce regularity upon these alien words; but there is no reason why we should not hasten the coming of this millennium by a concerted effort. In other words, why not speak English?

Is *cherub* an English word? If so, its plural is *cherubs*, and not the Hebrew *cherubim*. Is *lexicon* an English word, and *criterion* also? If so, their plurals are *lexicons* and *criteria*, not the Greek *lexica* and *criteria*. Is *appendix* an English word, and *index* and *vortex*? If so, the plurals are *appendixes* and *indexes* and *vortexes*, and not the Greek *appendices*, *indices*, and *vortices*. Is *memorandum* an English word, and *curriculum*, *gymnasium*, *medium*, and *sanatorium*? If so, their plurals are *memorandums*, and *curriculum*s, *gymnasium*s, *medium*s, and *sanatorium*s, and not the Latin *memoranda*, *curricula*, *gymnasia*, *media*, and *sanatoria*. Is *formula* an English word, and *nebula* also. If so, the plural is *formulas* and *nebulas*, and not the Latin *formulae* and *nebulas*. Is *beau* an English word, and *bureau*? If so, the plural is *beaus* and *bureaus*, and not the French *beaux* and *bureaux*. Is *libretto* an English word? If so, its plural is *librettos*, and not the Italian *libretti*. Why not speak English?

Crisis is thoroughly acclimated in the English language, and so is *thesis*; and yet there are those who prefer *crises* and *theses* to the normal and regular *crises* and *theses*. Perhaps they are seeking to avoid the unpleasant hissing of the English plural; but none the less they are falling into pedantry. So *cactus* and *focus*, *bacillus* and *syllabus*, were each of them incorporated into English long ago; and yet some who ought to know better—or who ought at least to have better taste and to have a deeper respect for their own speech—persist in giving these necessary words a Latin plural, and speak about *cacti* and *foci*, *bacilli* and *syllabi*,—until one begins to suspect that if they dared they would like to write *omnibi*. *Opera*, which was a Latin plural, has become an English singular, of which the plural is *operas*;

and there seems to be some probability that another Latin plural, *candelabra*, may in time be accepted as an English singular, and that we shall calmly describe a pair of *candelabras*. And why not? Why not a *candelabra* as well as an *opera*? Why not speak English? Already do we say *prima donnas*, and not *prime donne*, *bravos* and not *bravi*. If a word has not been absorbed and assimilated into English, then no doubt it should take its foreign pronunciation and its foreign plural; and it should be printed in italics to denote that it is a foreigner. But there are writers not a few who accept *crisis* and *libretto* and *cactus* and *criterion* and their fellows as good English words, and not singled out by the use of italics, and who still like to parade their own pedantry by insisting on the foreign plurals. It may seem unkind to suggest that the desire to show off is behind this affectation, and that the persistent clinging to the foreign plurals of words long established in English is really a form of literary snobbishness. But what other reason can there be for this vainglorious freakishness?

It is the pedant wishing to parade his recent linguistic acquisitions, or it is the pretender desiring to get credit for what he does not really possess, who injects foreign words into English sentences. It is not the true scholar who is guilty of this cheap effrontery. The true scholar knows his own language, and does not quarrel with his tools. Possessing his own speech, he is able to make that accomplish his purpose without invoking the aid of foreign allies.

Matthew Arnold, for example, and Lowell also, were both of them careful to use the English word *technic*, and to avoid the French *technique*. Other scholars have set a good example in writing *closure* and not *clôture*, *revery* and not *reverie*, *cotery* and not *cotérie*, *repertory* and not *répertoire*, *conservatory* and not *conservatoire*, *concessionary* and not *concessionnaire*, *grip* and not *grippe*, *employee* and not *employé*, *exposure* or *exposition* and not *exposé*, *understanding* and not *entente*, *comic actress* and *tragic actress* and not *comédienne* and *tragédienne*, *renaissance* and not *resnaissance*.

There is no reason why we should employ the French *résumé* when we have the English *summary* or *synopsis*. There is

no reason why we should take pleasure in describing a young man engaged to be married as a *fiancé*. There is every reason why we should not make use of *pianiste* as though it was the feminine of *pianist*, and *artiste* as though it was the feminine of *artist*,—since a very elementary knowledge of French would inform us that *artiste* and *pianiste* are both masculine. There is every reason why we should not indulge in *nom de plume* and in *double-entendre*,—since neither of these phrases has any place in the French dictionary.

Our British kin seem to be inclined to prefer the French *costumier* over the simple English *costumer*; and they like to call a wig-maker a *perruquier*—just as they have lately taken to speaking of a napkin as a *serviette*. This last freak of nomenclature is so widespread in the British Isles that the homely napkin-ring is now beginning to be vendable as a *serviette*-ring. Mr. Rudyard Kipling, on the other hand, a colonial rather than a Britisher, in his *Jungle Book*, notes that the Indian Department of Woods and Forests is charged with "the *reboisement* of India"; and very sensibly he eschews italics, and treats the necessary word as duly incorporated into the language he is using. Some writers there are, both in Great Britain and the United States, who seem to be in doubt whether or not *encore* and *chaperon* are frankly to be accepted as English words in good standing, overlooking the fact that the decision has been reached in both cases, as is proved by the past participles *encored* and *chaperoned*.

A few years ago the energetic German Emperor besought his subjects to oust the unfriendly French language from their bills of fare, and to call the dishes of their midday dinner by native German names. He went even further and advised the giving of distinctly Teutonic titles to implements and devices taken from other countries, discarding *telephone* in favor of *Fernsprecher*. And here perhaps the royal and imperial ruler may have gone too far. So long as *telephone* is the word used by most other people, the Germans would be under some slight disadvantage in having a word of their own, instead of taking over the broadly cosmopolitan word. But the desire of the German Emperor to have his people speak

their own language, with no interlarding of undigested foreign words, is one that every student of English must sympathize with. The question he put to his subjects resolved itself into this,—Since you are Germans, why not speak German?

A Doomed City.

(A geographical prediction.)

BY S. Y. G.

Within twenty-five years after the completion of the Nicaragua Canal, Boston will be a decadent, moribund city without hope of further growth. The facts on which this prediction is based are: First, the agricultural resources of New England, never great, are nearly exhausted. Second, the water power of that region is relatively much less important than in the past because of the development of other parts of the country and the cheapening of fuel by opening the coal fields of the West. Third, ship-building no longer holds an important place among New England industries, since iron now enters largely into the construction of ships. Fourth, the stock of men and women that made Boston is fast disappearing. Race suicide has almost wiped out the original stock, so that to-day the best part of Boston is under ground. The old part of the city—the portion noted for crooked streets and historic associations—is largely a region of slums presenting a repellent aspect. In fact, with the exception of about two square miles centering near Copley Square, Boston is an unattractive city. Cambridge, just across the river, is different; and Harvard University will keep Cambridge alive when the grass will be growing in some of what are now important thoroughfares of Boston—a time not very far distant. Fifth, and chief among the causes of Boston's doom, is the shifting of the lines of commerce that is bound to follow the completion of the inter-oceanic canal. Soon after the opening of the canal, St. Louis and Chicago will be made seaports by the building of a ship canal from the lakes to the gulf. Then,

with the great core of the continent, the Mississippi Valley, brought thus into closer touch with the growing commerce from South America, the Pacific Coast and the Orient, the great New England seaport will shrink to insignificance, and even New York will feel the effect of the change.

Greater and more striking changes have occurred through the shifting of commerce than the one here predicted. The writer may not live to verify the foregoing prediction, but if a copy of this journal should be extant a quarter of a century after the Panama or the Nicaragua Canal is opened it will be interesting reading.

Educational Journals.

Possibly no one has had better opportunity to know the influence of educational journals than the chairman of the press committee of the Boston meeting. This was about two and a half times the size of the next largest meeting. Several thousand dollars were paid out in circulars, bulletins and other means of enlightening the teachers and the expense of using the educational journals was slight, and yet it is entirely clear that the chief influence was the educational press.

Unfortunately, there are a great many teachers who do not take an educational paper, but they are not leaders, they are not the ones who care what is going to happen, they are those who never go to the educational meeting unless someone tells them of it. I made a few tests, and without an exception the first movement toward getting up a party to go to Boston was with someone who got his inspiration from educational journals. It is safe to say that two-thirds of all the parties were arranged for before a word had been put out by the N. E. A. The educational press began its crusade in September and kept it up weekly, bi-weekly, and monthly, while the first bulletin did not appear un-

til April, and the only extensive announcement was not issued until after the middle of June. In the campaign for the Boston meeting, I regard the educational press as worth vastly more than all other influences combined, and this is said with high regard for all the influences that were at work.—A. E. Winship.

A Test of Character.

"Judge a man's character by lead pencils?" repeated a drummer in an up-town hotel this morning, "that's a new standard; go on."

"By lead pencils," continued an elderly man, with a benevolent countenance, and evidently a plethoric bank account.

"I am the head of one of the largest retail houses in Chicago," he resumed. "I was formerly manager of the concern and I hired all of its employees. I soon became used to sizing up men, young and old, for what I say does not apply to women, because they don't carry pencils.

"Human nature, I soon found, runs in regular channels, and the man who catches on to the course of these channels is not going to be so very much fooled by his fellow-men, even though the latter may conceal their characteristics artfully or innocently.

"One day while an applicant for a place stood before me, I asked him to lend me his pencil. He produced one so neatly sharpened at both ends that I gave him a second glance and saw that his appearance, though his clothing was not new, accorded with the exactness shown in the neat, sharp pencil point. I engaged him, and to-day he is the assistant manager of our store.

"That gave me a new idea. I would ask applicants to lend me a pencil. Men who carried scrappy bits of pencils, dull and unsharpened or bitten off at the ends, as a rule, I found to show other external evidences of possessing characteristics which negatived their engagement. I found that men who kept about them well-sharpened

pencils were, as a rule, good mathematicians, were handy with their pen, wrote a good hand, were neat in their habits and were otherwise superior to the other fellows."—Washington Evening Star.

A Picture of the Old-Time School.

Most men on the shady side of three score years are prone to say the good old times were better than these. It is a pleasure, however, to find some exceptions to this rule. Our old friend, Gen. John C. Moore, of Mangum, Oklahoma, a veteran teacher nearly eighty years young, sees the past with clear vision, and though

—dear to his heart are the scenes of his childhood, When fond recollection presents them to view, yet his judgment is not biased when it comes to comparing the schools of that time with those of to-day. He sends the following picture of a school which will be recognized as true to life by those who remember the schools of the Middle West a half century ago:

Few schoolboys and girls have an adequate conception of the educational advantages of the present day compared with those when I was a small boy among the mountains and valleys of East Tennessee, a land then noted for bare-foot children and summer stonebruises.

School books were then few and costly; so we managed to get along with but one speller, reader, arithmetic, geography or grammar. Of course our progress was apparently slow and difficult, but the contents were generally fairly well mastered before being thrown aside.

Writing paper was expensive, the modern copy book unknown, sheets of foolscap being stitched together and covered with wrapping paper, and the copies written, or "set" as it was called, by the teacher. Our slates were thick and heavy, of a pinkish tinge, and frequently had bluish spots resembling knots in a dressed board. We cut our pencils from slabs of slate abundant in that region. Steel pens and

"store" ink were unknown in our schools, quill pens being used, and we manufactured our own ink by boiling maple bark with rusty nails or scraps of iron. Juice pressed from red oak balls and treated with a small quantity of copperas made a good black ink. Pokeberry juice, when in season, was a prime favorite with the younger children, but sometimes cost the budding artist a whipping when he tried to improve the coloring of pictures in his spelling book. Goose quills were a legal tender and article of sale or barter among pupils. A buzzard quill commanded a premium, being considered an article of rare excellence.

But few native teachers were able to teach efficiently even the rudimentary branches. Those who attempted it generally did so because they found no easier way to gain a living, and could fool their patrons by merely going through the motions of keeping school.

The pedagogue's most important implements for scholastic work were a rough table and seat, a bundle of tough rods or a ruler and a sharp penknife, the rods being applied to the backs, the ruler to the palms of offenders and the knife used for making or mending quill pens—the teacher employing most of the recess hours in that work—an art I never could fully master. Almost without exception these teachers were wifeless and homeless, changing from point to point and locating for a season where they found domestic free grazing most promising.

Our best teachers were New England ex-peddlers of wooden clocks, who had sold out their stock and remained to "keep school." My first teacher was of this class, and impressed me so deeply I can see him now in imagination. He was a unique genius, came to the neighborhood afoot, taught four or five years and left in the same manner. He dressed neatly in black broadcloth, wore a black fur cap at all seasons, never rode on horseback or in any vehicle, was kind and self-possessed,

never seemed in a passion, seldom used the rod, and yet preserved excellent order and discipline. He always slept on a cot in his schoolhouse, unless stopping the usual week with a family too distant to be on time at his meals.

Mental Fatigue.

Not long ago the writer had the privilege of listening to a lecture before a large body of teachers on Mental Fatigue. It was an interesting hour; the interest was due to the manifest enthusiasm of the lecturer over the truths as old as Methuselah, and his utter disregard of others. This lecture was a mixture of both truth and falsehood with no apparent regard for the connection between conclusions stated and premises. That is a matter of little importance but for the fact that the whole thing was set forth as the recent results of scientific investigation. The impression was left that these announcements were the demonstration of science. The function of brain cells in relation to mental processes was elaborately explained. In this we learned that each brain cell had its special work to do; that the number did not increase after birth; that mental activity produced a certain wasting of the material of these cells and that long continued activity produced very marked results. The conclusion was that mental fatigue was the sign of certain physiological changes that demanded rest. Statistics were presented to show the effect of continued activity for one hour, for two hours and for longer periods. The percentages showed that prolonged activity was dangerous as the brain cells were liable to complete exhaustion and to be rendered worthless. This meant no similar activity in the future. (These experiments were performed on dogs and the argument was by an easy analogy.)

We were then told that the whole problem of education was the development of

brain cells. This meant not the creating of new cells but the bringing of the existing ones to their highest state of efficiency and endurance. Mental fatigue was a more or less exhausted condition of these cells. Of this the child was not always conscious but it was the province of the teacher to know the laws of mental fatigue so that he could direct the energies of the child with intelligence.

No effort is made to recall the exact phrases used or to give the various changes that were explained in terms of physiological chemistry, but the statement above is true to the theory propounded in the lecture.

This lecture presented a mechanical and materialistic view of mental processes. Intellectual processes were presented as purely and only a matter of physics and chemistry. The entire lecture was in accord with a recent announcement that "life is a series of fermentations." This man may not have been conscious of the situation; if asked whether he believed in the distinction between matter and mind he would probably answer in the affirmative. His lecture, however, ignored this distinction. It is entirely proper to investigate the relations between mind and matter and to examine scientifically into the changes in the brain that occur when the mind is stimulated to activity but when men go so far as to ignore the well-established facts of consciousness, to ignore the facts of the human will and to reduce all intellectual life to some minor changes in the brain cells it is time that attention was called to their fallacies.

When it was clearly affirmed that the whole problem of education was in the development of brain cells there was an evident putting of a part for the whole. It is a matter of some doubt as to just how much we may influence the development of brain cells; and his statement ignores four-fifths of all the educational theory upon which the world is now proceeding.

It is evidently unwise to make each new theory so comprehensive.

The lecture abounded in practical suggestions deduced from these scientific experiments (on dogs) that were new statements of wisdom familiar to those who have read the book of Proverbs commonly attributed to Solomon but undoubtedly written prior to the Declaration of Independence, so that at least 100 years of good standing may be claimed for most of the conclusions. The logical continuity of the lecture reminded one of the arrangement of vegetables at a county fair.—W. O. T. in Ohio Ed. Monthly.

For the Language Class.

Cut out short selections from the newspapers and distribute the slips. Let each pupil pass his pencil through every word that can be spared without materially changing the thought. Let them strike out also every word for which they can substitute a shorter one, then re-write, simplifying and shortening the phrases wherever possible. The result will surprise and delight any teacher who has never tried such work. Almost invariably the composition will be made so much more forcible by the change than even the dullest pupil will appreciate the improvement.

Wanted.

Some good, sensible reasons why primary children should be encouraged to run about the schoolroom in school hours, whenever it becomes necessary for them to leave their seats. Such deportment would not be permitted in church for a moment. Why in one case and not the other? The two reasons, "The children like it," and "It is so much more homelike," will hardly come in the list of the reasons desired, since both these arguments could be as strongly urged for the same liberty in church.—Primary Education.

[We fail to see the relevancy of the argument based on an assumed parallelism between the church and the school.—EDITOR.]

Learning by Doing.

BY ELBERT HUBBARD.

There is no more preposterous admonition than that which has been dinged into the ears of innocence for centuries, "Children should be seen and not heard."

The healthy, active child is full of impressions, and that he should express himself is just as natural as for a bird to sing. It is nature's way of giving growth—no one knows a thing for sure until he tells it to some one else. We deepen our impressions by recounting them, and to habitually suppress and repress the child when he wants to tell of the curious things he has seen is to display a 2 by 4 acumen.

Last summer on a horseback ride of a hundred miles or so, I came to an out-of-the-way "Deetrick School," just such a one as you see every three miles all over New York State. This particular schoolhouse would not have attracted my attention specially had I not noticed that nearly half the school lot was taken up with a garden and flower beds. No house was near, and it was apparent that this garden was the work of the teacher and scholars.

Straightway I dismounted, tied my horse and walked into the schoolhouse.

The teacher was a man of middle age—a hunchback, and one the rarest, gentlest spirits I ever met. Have you ever noticed what an alert, receptive and beautiful soul is often housed in a misshapen body? This man was modest and shy as a woman, and when I spoke of the flower beds, he half apologized for them, and tried to change the subject. When, after a few moments, he realized that my interest in his garden was something deeper than mere curiosity, he offered to go out with me and show me what had been done. So we walked out, and out, too, behind us trooped the school of just fifteen scholars.

"In winter we have sixty or more pupils, but you see the school is small now. I thought I would try the plan of teaching out of doors half the time, and to keep the boys and girls busy I just let

each scholar have a flower bed. Some wanted to raise vegetables, and, of course, I let them plant any seed they wished. The older children, girls or boys, helped the younger ones—it is lots of fun. When the weather is fine we are out here a good deal of the time, just working and talking."

And that is the way this man taught—letting the children do things and talk. He explained to me that he was not an "educated" man, and as I contradicted him a hazysomething came over my vision. Not educated? I wonder how many of us who call ourselves educated have a disciplined mind, and can call by name the forest birds in our vicinity? Do we know the bird notes when we hear them? Can we with pencil outline the leaves of oak, elm, maple, chestnut, hazel, walnut, birch or beech trees, so others familiar with these trees can recognize them?

Do we know by name or on sight the insects that fill the summer night with melody? Do we know whether the katydid, cricket or locust "sing" with mouths, wings or feet? Do we know what they feed upon, how long they live, and what becomes of the tree-toad in winter? Do we know for sure how much a bushel of wheat weighs? I wonder what it is to be educated. Here was a man seemingly sore smitten by the hand of Fate, and yet whose heart was filled with sympathy and love. He had no quarrel either with the world or Destiny. He was childless that he might love all children, and that his heart might go out to every living thing. The trustees of the school did not take much interest in the curriculum, I found, so they let the teacher have his way; and I have since been told that the best schools are those where the trustees or directors take no interest in the institution.

A rare collection of birds' eggs, fungi and forest leaves had been made, and I was shown outline drawings of all the leaves in the garden. This idea of draw-

ing a picture of the object led to a much closer observation, the teacher thought. And when I found on questioning some of the children, that the whole school took a semi-weekly ramble through the woods, and made close studies of the wild birds, as well as insects, it came to me that this man, afar from any "intellectual center," was working out a pedagogic system that science could never improve upon. Whether the little man realized this or not I cannot say, but I do not think he guessed the greatness of his work and methods. It was all so simple, he did the thing he liked to do, and led the children out and they followed because they loved the man, and soon loved the things that he loved.

Science seeks to simplify. This country school teacher, doing his own little work in his own little way, was a true scientist. And in the presence of such a man, should we not uncover?

A Ranting Lover.

Do you "love" nature? Dr. G. Stanley Hall is reported to have spoken as follows in a recent address:

Fellow teachers, do you, and you, and you, individually, love nature in this day of great awakening? Do you really love her in any of her manifold manifestations? Is this great movement that is passing over the entire world yet to touch your souls, or are you to be hardened against this higher, this new movement of the Holy Spirit? Why will you be strangers to this great love? I know of no better analogy of nature than that phrase of the poet who said of his lady love: "I cannot see your countenance, love, for your soul that is so much purer." So we say of nature to-day, we cannot see her countenance for her soul. Love nature. Infect the children with it and you will lay deeper than in any other way, than in all other ways, the foundation for which the school and church exist.

All of which goes to show that in his off spells Mr. Hall is as silly as a gushing, hysterical girl devoid alike of sane ideas and the power of accurate expression. In fairness, it ought to be added, however, that those who hear Mr. Hall in a lucid interval enjoy a sensible, inspiring address delivered in forceful, elegant language.

Definition in a Circle.

What is a board? A thin plank.

What is a plank? A thick board.

This is a familiar example of definition in a circle taken from a work on logic. Let us pass from lumber to algebra. What is a finite quality? One whose value lies between an infinitely small quantity, on the one hand, and an infinitely large quantity, on the other.

What is an infinitely small quantity, and what is an infinitely large quantity? Respectively, one that is less than every finite quantity and one that is greater than every finite quantity.

We see in these definitions, stated in this bald, unequivocal way, an unmistakable and intolerable illustration of the "*Circulus in definiendo*." I know it to be the case, for I made the definitions myself on purpose. Suppose that in the definitions of the infinitely small and the infinitely great quantities the word "assignable" should be substituted for "finite," what then? The situation would remain unaltered, if assignable quantity is finite quantity. Discouraging, isn't it?

Let us try again. Suppose that we substitute for the phrase "every finite quantity" in the definitions the phrase "any assignable quantity." Have we improved matters to any extent? Not a particle; on the contrary the situation is made worse, for an element of ambiguity has been introduced by substituting "any" for "every."

This becomes evident when we remember that finite quantity can always be found greater than "any assignable quantity," and finite quantity can, also, always be found less than "any assignable quantity."

Let us illustrate this point. Let us examine critically the non-terminating series, 1, 2, 4, 8, 16, 32, etc., and report our observations:

(1) The law of the series is that every term admitted is double the term immediately preceding. It is axiomatic that the double of a finite number is itself finite.

(2) Hence, as a logical result from the law of the series every term received into the series must be a finite number.

(3) A third fact, assumed at the outset, is that the series is non-terminating; that is, no last term is attributed to it.

A legitimate inference from these premises is that successive finite numbers may enter the series greater than any finite number that may be assigned.

Again, take the reciprocals of the successive terms of the non-terminating series just given and we have the non-terminating series, 1-1 1-2 1-4 1-8 1-16 1-32, etc.

(1) The law here is that every succeeding term is one-half of the one immediately preceding. It will not be denied that the half of a finite fraction is itself a finite fraction.

(2) Hence, every term received into the series must be a finite fraction.

(3) The series, as already indicated, is non-terminating; that is, no last term is attributed to it.

From these premises it follows that successive finite fractions may enter the series less than any finite fraction that may be assigned.

The hypothetical non-finite small quantity cannot have any logical or scientific standing unless it is shown to be, not simply less than *any* finite quantity, but less than *every* finite quantity.

(1) A finite straight line is one that has two ends.

(2) A finite series is one that has a first and a last term.

(3) A finite number is one whose units if arranged consecutively would constitute a finite series.

(4) A finite fraction is one whose numerator and denominator are finite numbers.

Let us consider one more example of the "*Circulus in definiendo*."

A distinguished writer on Algebra has defined a finite quantity to be one whose value lies between 0 and infinity. He then defines 0 to be less than any assignable value and infinity to be greater than any assignable value.

Furthermore, if 0 is a symbol, not only of the absence of value, but also of different ranks of infinitely small value, and if infinity is the symbol of different ranks of infinitely great values, then between some lower value of 0 and some higher values

of infinity, we shall have any number of infinitely small and infinitely great values as well as finite values.

Some writers assume the truth of their hypotheses respecting infinitely small and infinitely great quantities without definition. Why do they not define these terms which they deem so important?

Surely every one desirous of seeing mathematics developed consistently and scientifically is entitled to an answer to this very reasonable question first propounded to the eminent philosopher Leibnitz, one of the originators of the modern Calculus.

Those who have read critically the definitions of the different kinds of finite quantity given above have doubtless gone further and noted, mentally, the conclusions that necessarily follow from them.

For example, every line segment, however short it may be, has two ends, and hence by definition is finite. If the definition is accepted, no line segment whatever can be *too short* to be *finite*. This may be called radical doctrine. This is not a valid objection to it, however. The doctrine may be both true and radical. Our concern should be whether the definition is deduced logically therefrom. If these two things pass inspection, then, the only small quantities that we are legitimately required to define are finite.

There are two classes of series—terminating and non-terminating. Some call the series composing the latter class infinite series. I prefer to call them non-terminating series, because that is what they really are. The values of variables that increase or decrease indefinitely without limit are all of them finite.

Hence, it is a misnomer to call the former infinitely large quantities, or, the latter infinitely small quantities or infinitesimals.—J. N. Lyle, in *Mo. School Journal*.

Children understand most things well enough until the teacher explains them.—Life.

Pronounce Carefully.

Sinew—ew like you.
 Re-al-ly—three syllables.
 Little—sound the t's.
 History—three syllables.
 Ru-in—two syllables.
 Arithmetic—a-rith.
 Recess—accented on the last syllable.
 Juvenile—short i.
 Idea—accented on second syllable.
 Oasis—first syllable accented.
 Elm—One syllable.
 Salmon—sam un, first syllable accented.
 Finance—last syllable accented, short i.
 Reptile—short i.
 Italian—first i short.
 Avenue—(new).
 Subtle—(sut tl).
 Illustrate—accent first syllable.
 Accented—accent second syllable.
 Equation—shun, not zhun.
 Excursion—shun, not zhun.
 Eighth—sound the t, also th.
 With—th as in this.
 Arkansas—last syllable, saw.
 Frustum—not frustrum.
 Abdomen—accent on second syllable.
 Truths—th as in truth.
 Manitoa—accent on third syllable.
 Exponent—accent on second syllable.
 Precise, precisely—(ice).

Some Visualizing Exercises.

BY S. Y. G.

I. Imagine two cubes; the edge of one measures an inch, of the other two inches. Call the first one A, the other B.

(1) How does a face of A compare in size with a face of B?

(2) How many corners has A? How many has B?

(3) If both are made of the same kind of wood and are burned, how will the ashes of A compare in weight with the ashes of B?

(4) If it costs 2 cents to paint A, how much will it cost to paint B?

(5) If both are floating in water and one-quarter of A projects above the sur-

face, how many cubic inches of B are below the surface?

(6) How far is it around a face of A? Around a face of B?

(7) A is what per cent. of B? B is what per cent. of A?

II. Answer the same questions for cubes whose edges are two inches and three inches respectively.

III. Four boards, each a foot square and one inch thick are nailed together in the form of a box (without bottom or lids). In one way of arranging them for nailing they make a box ten inches wide by twelve inches long, inside measure; in another way eleven inches square. Do you see these two ways clearly? Now suppose the corners are mitered, what will be the dimensions? What if the corners are dovetailed.

A board is one inch thick and 13 inches wide; how long must it be to make a completely enclosed box that will hold one cubic foot, and how much lumber will necessarily be wasted in making the box?

Answer: Length of board, 80 inches, plus the allowance for saw-dust; waste, one-sixth of a board-foot of lumber, plus the saw-dust.

Describe the dimensions of the two pieces of waste.

Telling Pupils Their Marks.

"No, I never give back examination papers; the pupil always wants to know why they are marked so and so, and it makes no end of trouble."

"What in the world are you here for?" was the question that rose to my lips when I heard this remark. As if the very purpose of a written examination is not that the pupil may find out where he is ignorant of the subject he is studying and correct his errors! Too much trouble to explain the marks! Did you do all the examining and marking simply for the sake of putting some figures down on a record

book? If you did then heaven help your pupils! You never will.

No, a mark, whether it be in letters or figures, whether it be given for oral recitation or written test, a mark that can not be explained and justified to any ordinarily intelligent and fair-minded pupil simply should not have been at all. Pupils have a right to know how they stand and why they are lower than somebody else, and it is the teacher's business to see that they do know these things.—Texas School Journal.

"Not In My Term."

BY MARTHA MICHEL MARTIN.

Many pupils, in both public and private schools, can take their examinations and get a high average on what they have studied, but ask them for one bit of information outside of their books, and they will quickly inform you, "Oh, that's not in my term." A child in the sixth grade, who always knew her lessons, was asked in a joking way, "When did the Dead Sea die," and the usual answer was forthcoming: "I haven't come to that in my term, yet." Another bright girl was asked what the seed of a pecan tree looked like, and she hadn't come to that in her term; but the most hopelessly "term" involved person was an eighth grade pupil, who, when asked if she had read "The Last Days of Pompeii," replied, "We haven't gotten that far, yet; I didn't know he was dead."

Pupils should be trained to study in an observing way. When they read, they should underline all unfamiliar words, and afterwards write these words, alphabetically, in a note book with their meanings attached. Every name, be it of a person or place, should be studied. Anyone reading Longfellow's "Nuremberg," who finds out the meaning of every strange every person mentioned in this poem, will be surprised how the proper reading of literature will broaden one's range of information.

There is much that should be known by every well-informed person that cannot properly be included in any course of study, but the teacher can find time to impart this knowledge in the composition class.

Take, for instance, the great artists and their work. Every boy and girl who has reached high school should be familiar with "The Horse Fair," "The Man with the Hoe," "The Angelus," "The Sistine Madonna," "1814," and "Queen Louise," and should be able to attribute them to Rosa Bonheur, Millet, Raphael, Meissonier and Richter, as readily as he can place "Hiawatha" to the credit of Longfellow. To make the study interesting, the teacher could get for the pupils and herself portraits of the artists and copies of their best known works. These can be obtained for a cent apiece, and some, two for a cent; so with a very small outlay (no more than for any other school book) on the part of each member of the class, an attractive book can be compiled. The artists of Italy, France, Flanders, Spain, Holland, Germany, England and America should be arranged in groups, and those living in the thirteenth century studied first, then those in the fourteenth, and so on, down to the present. The pupils should write essays on the lives of these artists, learn all they can as to what led to the conception of certain pictures, where these paintings now hang, and if destroyed under what circumstances. State also which artists were friends, which rivals; in fact, anything of interest pertaining to the subject. After the text matter has been written in the composition book, the likeness of the artist and the copies of some of his productions should be pasted in the book. On examination, questions could be asked on the work that has been prepared by the pupils, and the teacher could display her set of pictures, and require the pupils to give the name and painter of some of them.

Musicians, authors and persons historically great may be treated in the same manner, and in this way the boys and girls will be given an insight to many things that are "not in their term."

Synonyms.

Careful discrimination in the use of words having about the same meaning is a mark of scholarship, and the study of the shades of difference between words of the same general meaning is a valuable mental discipline. Some good language lessons can be derived from the following list by selecting the pairs of words of similar meaning, and then consulting the dictionary to find how they differ; and it will be a surprise in some cases to find how widely some of them differ which are commonly used interchangeably:

Empty, discover, character, sufficient, defend, apology, vacant, excuse, invent, protect, reputation, enough, hasten, pride, genius, truth, bring, able, forgive, fear, capable, fetch, duty, veracity, obligation, terror, pardon, detain, great, new, feeble, hinder, large, weak, novel, dislike, grand, hate, barren, hopeful, sublime, confident, sterile, tame, keep, old, elevated, ancient, gentle, high, preserve.

Arrange the synonyms in the following list into groups of three words each:

Handsome, dialect, emphasis, pupil, murder, desire, pretty, accent, kill, expect, student, language, slaughter, liberty, hope, beautiful, jolly, speech, scholar, view, stress, merry, aim, freedom.

School Songs.

Since music is ranked among the arts that give delight, it would be absurd to undertake the study of it with the half certainty that one would never extract from it the slightest enjoyment, that one would never arrive at anything but pitiful results, in default of the natural taste and the special aptitude that are so necessary, and in pursuing a chimerical aim, precious time is lost that might be utilized in a thousand agreeable and profitable ways. Therefore, I hold those parents very guilty who, simply for the sake of conforming to the present stupid fashion that demands that everybody shall be more or less of a

musician, exact such efforts from their children without having assured themselves beforehand that they have at least strong chances of success.

To teach music to a child by means of principles, no matter how simple they may be, is about as judicious as to teach him to talk by grammar. Certainly one may and does accomplish this, but at the cost of how much lost time, how much irritation to the parents and the teacher, and of what useless fatigue to the poor little brain of the pupil.—Albert Lavignac.

The Child's Favorite Study.

BY EARL BARNES, PHILADELPHIA.

[Read at the meeting of the N.E.A. at Boston.]

If we think of a study as furnishing information then it is obvious that the adult alone can know what is best to give the child; if we think of the study as furnishing training then the child's attitude toward the subject becomes of great importance. Several attempts have been made to determine children's attitude toward the subjects they study by having them describe the one they like best and the one they like least. Supt. H. E. Kratz, of Sioux City, made such a study in 1897; Miss Kate Stevens made one on the children in a North London board school in 1899, and, in the same year, M. Chabot tested 400 children in Lyons, France. The present study is based on returns from three cities in Pennsylvania gathered in connection with institute work during the past months. The tables presented are based on 1,150 papers written by boys and 1,200 by girls in a progressive manufacturing city of about 50,000 inhabitants. The city has excellent schools, a select staff of teachers, a highly trained and progressive superintendent, and one of the best courses of study in the country.

The boys' favorite subjects are arithmetic, 35 per cent., and reading, 25 per cent., with spelling third, 12 per cent. Geography, 7 per cent., and history, 8 per cent., are the only other subjects that have any considerable following. Language and grammar are chosen by only 3 per cent. of the boys. The subjects most disliked by the boys are grammar and language, 19 per cent., spelling, 15 per cent., and physiology, 9 per cent. Penmanship

—with the newer subjects that have been added to enrich the curriculum—physiology, music, and drawing are none of them chosen by more than one boy in a hundred. Fewer of the girls care for arithmetic and more of them care for language, but, on the whole, their choices are strikingly close to those made by the boys. The conclusion from this part of the investigation is that the newer subjects have taken little hold on children's admiration, but, instead, they cling to reading and arithmetic.

If we examine the choices through the successive grades we find that, in the beginning, children like reading, and a fair number dislike it; at fifteen, they neither like nor dislike it; we do not seem to have succeeded in furnishing attractive content for reading after the mechanics are mastered.

In the lower grades many children dislike arithmetic and few like it; at fifteen, many like it and hardly any dislike it. This would seem to say that in teaching young children arithmetic we are working entirely against the current, while, after ten, the current is all with us.

Language and grammar are disliked by children of all ages: evidently the new subject, "language," has not won the liking of the children. They say it is empty and tiresome.

Physiology is strongly disliked at all ages; whether this is because the subject has been forced into the course of study by an adult reform movement, or whether there is a natural reticence in children which unfits the subject of physiology as now taught for the elementary course of study we cannot say.

That the results here given are not due to locality is shown by the fact that the returns from three different cities are very nearly the same and they all agree, in the main, with the results reached in Sioux City. That liking is not determined by the fact that the subject has been long taught is proved by the small vote given to writing. That continuing a subject through the grades will not necessarily make the children like it is proved by the returns on language and physiology. If it be said that the results are due to the teachers' liking certain subjects then we have to show why the teachers, also reared in American schools, like them.

In any case, this study is simply a diagnosis, and practical school men must make the application.

English in High Schools.

(From Bulletin of Inquiry, No. 1, prepared by Inspector F. E. Doty, and issued by State Supt. C. P. Cary, Madison, Wis.)

This little Bulletin is not expected to settle anything. He who reads it through to the end will better understand why. If it helps to get all of us *ready* to settle some questions, I shall be satisfied. Those who find themselves helpless unless definite rules and prescriptions are laid down to guide them in their daily work are usually helpless after the rules are made. We must all have a hand in the making if we are to derive benefit from the finished work.

The following questions are presented to high school principals and teachers of English as a basis for discussion during the coming year. Some of the questions carry with them suggestions of possible devices; let it be borne in mind always that a device is not a plan or method, but merely a temporary means, the value of which depends upon its results. It would be an easy matter to seize upon two or three attractive devices, and thus equipped to go forth as a specialist in English.

(1) How many periods per week should be given to actual composition? This might include:

The reading of essays in class.

Class criticism of written work.

Assignments for further class work.

Impromptu writing of themes in class.

(2) How often do you have written work?

How much of this is done in the classroom?

Is the written work in the classroom previously thought over before coming to class?

Is it ever impromptu?

(3) To what extent are pupils brought to write for a specific audience?

Is the class a model audience? Are the members of the class sympathetic and appreciative listeners?

Do pupils get into the way of imagining that an audience is before them as they write?

Would short speeches prepared for such special occasions as Arbor Day, Memorial Day, Thanksgiving Day, Fourth of July, Washington's Birthday, etc., assist in creating the habit of writing for a specific audience?

Are compositions often read before the class?

Is a secret ballot ever taken to determine the best composition read before the class?

(4) Is written work corrected?

Are pupils ever required to correct the work of their associates?

Are they given credit for ability to correct written work?

Are personal conferences held with pupils in correcting written work?

When written work is corrected, is it usually re-written entirely or in part?

Is the re-writing of the essay a mechanical affair, going to the question of correct spelling, punctuation, grammar, etc., or does the student receive stimulus from the suggestions made that causes him to desire to create more vivid effects or stronger impressions?

(5) In the beginning should class criticism deal with the subject matter, as, for example: the plot, descriptive elements, emotional effects, etc., more than with formal, grammatical and rhetorical correctness?

Would this view-point in first year composition force pupils to see and feel the necessity for grammatical and rhetorical correctness?

(6) Are subjects for themes chosen from experience or from literature? What subjects chosen this year in first year composition have, in your opinion, proved successful in arousing interest and stimulating growth?

(7) Do your pupils do any of the work of the amateur reporter? For example: do they render reports in writing of recitations and debates they have heard, parties they have attended, concerts, sermons or speeches they have listened to?

(8) Do the classes of your school ever interchange compositions for mutual criticism?

Do they ever prepare special programs for the entertainment of other classes?

Do you ever interchange compositions with some other neighboring school for mutual criticism?

(9) Is careful attention given to correction of spoken English?

Are these corrections made at the time of the error, and in the presence of the class?

Do you ever appoint a class critic to report upon errors at the close of the recitation?

Do you keep a note-book of common errors made in class? If so, how do you use this material?

Do you set aside a day occasionally for a round-up of errors in spelling, grammar, rhetoric, etc.?

(10) Do other teachers co-operate with you in insisting upon correct expression, oral and written?

Are conferences held by teachers to advise means of stimulating a desire for correct and effective expression among the pupils?

(11) Ought pupils to be promoted from one grade to another where their English work is far below the standard?

Piling It On.

When I was in Rome I saw little donkeys bringing in their great burdens of things to the markets. The loads were piled so high on their backs, that all you could see of the donkeys were their heels, the tips of their tails and their noses. When I saw those donkeys I thought of the school children in America.

"Shall we continue to pile it on until

the children cannot stand under the load? Every crank that comes along wants to put everything into the schools, and so it is that well meaning school boards continue to load. The schools of the country are for the children, and we should endeavor to give what is best for them, keeping in mind always what they are capable of doing. If the children can do the work which we heap upon them, it may be right to let them do it, but if they cannot, why, let us think of unloading."—Superintendent J. M. Greenwood.

Chapters in Geography.

FANNY M. PENDLETON, CUBA. N. Y.

It was nearing the exhibition of grade rope, Asia or Africa, and wrote a book which he called a chapter in geography.

First came the map, then the national flag in watercolor, and perhaps a sketch of the national flower. The following outline was next filled out:

- (1) Location and extent.
- (2) Relief and drainage.
- (3) Chief cities and noted buildings.
- (4) Characteristics of the people.
- (5) National dress and customs.
- (6) The plants and animals.
- (7) Sketch of at least one famous general, statesman, ruler, artist, writer or musician.
- (8) Description of the leading industry.
- (9) National song or some poem connected with the history of the country.
- (10) Any other appropriate topic.

The whole room went on a picture hunt, cutting from papers and magazines. The teacher kept the pictures in large envelopes, one for each country.

Unruled pads, eight by ten were used. Each child brought five cents, which paid for his material, except ribbon.

The pictures were mounted with gilt stars or seals.

The covers were of colored cardboard with the name of the country in ink or watercolor and an appropriate design, as:

Russia—white—pen sketch of bear—red ribbon.

Turkey—red—white star and crescent painted—white.

Holland—white—windmill in Delft blue watercolor—white.

Spain—yellow—sketch of grapes—yellow.

Egypt—green—pasted picture of pyramids—white.

Germany—red—pasted picture of Kaiser—white.

France—pale blue—fleur de lis—white.

India—red—pasted picture of Budha—black.

China—yellow—dragon in ink—blue.

Of course the work was corrected and copied in ink before the books were put together. They were very much admired, and the drill was excellent.

Some Short Stops.

WHAT TO TEACH.

Teach the children, if you must, of the sowing of the dragon's teeth, but also teach them of the sowing of clover and cow-peas, which can double the yield of corn in Illinois and greatly increase the yield of cotton in Georgia. Tell them the story of the wooden horse, if you wish, but be sure to give them more horse sense than the Trojans had. Teach them all you know of the milky way, but do not neglect to teach them the way to milk. That is, lead them as far and soar with them as high as you may, but be sure, all the time, to let their feet rest on the earth, for it is from the earth that all are sprung, and upon it yet there are untold pleasures, undiscovered beauties, and marvelous strength for the soul of mankind.—Joseph Carter.

*

THE BAD BOY ON THE BACK SEAT.

The bad boy should not be given a front seat near the teacher as is the custom in most schools. The average bad boy plays his pranks in school for the popularity he gains from his fellow pupils; he likes to be laughed at; he enjoys publicity. If he is placed on the front seat where he can easily be seen by all the school, he can disturb more pupils than if he were seated in the rear of the room. There is no reason why the wide-awake teacher cannot see his actions as well from the back seat as from the front seat. A bad boy on the back seat is just as easily seen by the teacher and less easily seen by the pupils.

A mischievous boy once sat on the front

seat. He amused the whole school by flapping his ears back and forth like a mule in fly time (a feat which few persons can perform). He would do this while he appeared to be earnestly engaged at his lessons. His teacher cured him of the ear flapping habit by changing him to the back seat. He was in a place where his actions could not be seen.—Midland Schools.

*

BASE BAWLERS.

We happened to be in a little city the other day where there was a baseball game between university clubs. The visiting club and the not small body of "rooters" that accompanied it, registered at the principal hotel of the place, and their actions, their posing, their bad manners, their swaggering, their beer guzzling and cigarette smoking disgusted all thoughtful onlookers. We have seen so much of this for several years, that we are more than ever of the opinion that our young men are not being well educated. Students properly trained are gentlemanly, and temperate, and moral at home and abroad. "By their fruits ye shall know them," and such fruits indicate either bad system or incompetent university presidents and professors.—Exchange.

*

HOW TO MAKE FEWER CLASSES IN UPPER FORM GEOGRAPHY.

Combine them. Arithmetic is a ladder whose first rounds must be climbed before reaching the others. But geography is not so. There is no necessary order in which it must be studied. In a country school there need never be more than one class using the second book or common school geography. Suppose one class studied it last year and got half through. Another class studied the first book and now at the beginning of the year are about to start in the upper book. *Put the two classes together on the last half of the book.* A pupil who is ready to learn about New York, St. Louis and the Rocky Mountains is prepared to learn about Liverpool, Rome

and the Alps. The following year the advanced portion of the class will be through with the subject; the others will work with the newcomers from the lower class and will take the first half of the second book.

*

WHAT IS THE MONROE DOCTRINE?

Here it is in the original form, as announced by President Monroe in a paragraph of his annual message in 1823. It is worth while to have the boys and girls in the history class read the paragraph, analyze its meaning carefully and write in their own language their interpretation of it.

We owe, it, therefore, to candor and to the amicable relations existing between the United States and the European powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power, in any other light than as the manifestation of an unfriendly disposition toward the United States.

*

EPITAPHS IN THE CEMETERY OF FAILURE.

He lacked tact.

Worry killed him.

He was too sensitive.

He couldn't say "No."

He did not find his place.

A little success paralyzed him.

He did not care how he looked.

He did not guard his weak point.

He was too proud to take advice.

He did not fall in love with his work.

He got into a rut and couldn't get out.

He did not learn to do things to a finish.

He loved ease; he didn't like to struggle.

He was the victim of the last man's advice.

He was loaded down with useless baggage.

He lacked the faculty of getting along with others.

He could not transmute his knowledge into power.

He tried to pick the flowers out of his occupation.

He knew a good deal, but could not make it practicable.

*

CHILD STUDY.

"What are you going to be when you grow up?" This question was answered in writing by several thousand English children and by an equal number of American children. These twice several thousand letters were read and contents tabulated by a wild child-study iconoclast. Startling fact revealed—that the hopes of the English children differ somewhat from those of American children. Deep seated cause discovered, namely: "The environment for the children of different nationalities has something to do with this difference in hopes and purposes." Ye Gods! but the world do move!—Col. School Journal.

*

HOW TO SEND STAMPS IN A LETTER.

It is considered good form to enclose a postage stamp in a letter in which one has requested a reply as a personal favor. For obvious reasons it is not good form to lick the stamp and attach it to the letter paper. If left loose it may be lost; what shall be done? With a pen-knife make two slits about one inch long and about one-quarter of an inch apart in the upper left-hand corner of the sheet of paper and insert the stamp. Several stamps can be safely carried this way, but if a larger number are to be sent enclose them in a separate envelope. The person addressed will then be saved needless vexation and annoyance, and the probability of favorable consideration of the writer's request will be increased.—C. A. Bradley.

The above is clipped from an educational exchange and is most sensible but not wholly so. The cutting of the sheet to fasten the stamp is a nonsensical fad. Why is it not "good form" to lick or otherwise wet the corner of the stamp and

thus fasten it to the letter? The supposed objection is based on the assumption that in stamping a letter, one must necessarily lick the stamp; but the sensible, practical, cleanly, hygienic way to stamp a letter—the way that comports with the demands of "good form" is to lick, not the stamp, but the envelope.

*

A MACHINE METHOD.

The "reasoning to the unit, from the unit and through the unit" method of teaching arithmetic is producing a new type of mathematician, a type not in all respects desirable, a mincing type, if one may so style him; a weak digestion type, a thirty mastications to the mouthful type. It is producing such solutions as the following: A man walks $4\frac{1}{2}$ miles an hour, how long will it take him to walk $12\frac{3}{4}$ miles?

If he walks $4\frac{1}{2}$ miles in 1 hour,

He will walk 1 mile in $\frac{1}{4\frac{1}{2}}$ hour.

He will walk $12\frac{3}{4}$ miles in $\frac{12\frac{3}{4}}{4\frac{1}{2}}$ hours.

The absurdity of such minute analysis is seen if whole numbers be substituted for the fractions. If a man walk 2 miles in 1 hour, how long will it take him to walk 6 miles? Answer, as many hours as 2 miles is contained times in 6 miles. So the man in the first question will take as many hours as $4\frac{1}{2}$ is contained times in $12\frac{3}{4}$. Beware of producing pupils with power of minute analysis but no mental grasp of number.—Educational Record.

*

THE MERCHANTS' GAME.

I divide the children into two groups; one representing merchants and the other their bookkeepers. Each merchant stands before the blackboard with his bookkeeper beside him, and I give them a business problem.

Immediately, each bookkeeper is solving it for his employer, who is interested in the process because he is expected to detect and correct any mistake made by his bookkeeper. Therefore, if the problem is

not worked correctly I know that neither the merchant nor the bookkeeper understands it.

In a moment, however, the mistakes are corrected by other members of the class. For the next problem, the merchants are bookkeepers, and the bookkeepers are merchants.

This is one of the most effective methods I know of arousing interest in arithmetic.—Enrique Carron, in *School Journal*.

RAILROAD TIME TABLES.

"I never realized the value of time tables until I got hold of a class of boys old enough to take an interest in geography," said a New York public school teacher. "So far as the study of maps goes, I can get better results from the use of time tables than from all the geographies in the market. Maps that have been prepared for the purpose of cultivating the youthful mind in the matter of locality are shunned as bugbears by all except the studious few. But just set a dozen boys around a pile of time tables and tell them to locate certain cities, lakes and rivers, and they will work like beavers and come out letter-perfect every time. For most children time tables and the accompanying maps are a source of unfailing interest both in and out of school hours. It is true that this unorthodox method may give the boys exaggerated ideas as to the importance of certain railroads, but they seem to get enough good out of the investigation to counteract such impressions."—Exchange.

CHICKENS AND CHILDREN.

A poulterer in England has recently paid \$1,000 for a hen. He will provide a better house for that hen than is provided for half a million children in the United States, and he will pay several times as high wages to the man who takes care of his hens as are paid to a third of the teachers of the United States.—A. E. Winship.

Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

Arithmetical Geography.

Multiply the number of letters in the metropolis of the Empire State by the number of letters in the metropolis of the Buckeye state; to this product add the number of letters in the metropolis of the Golden State; multiply the sum by the number of letters in the metropolis of the Creole State; subtract the number of letters in the metropolis of the territory whose capital was founded in the Sixteenth century; divide by the number of letters in the metropolis of the Bay State; subtract the number of letters in the metropolis of the Badger State and obtain the number of letters in the only city in the United States containing a population exceeding a quarter of a million people all of whom are disfranchised.

Concerning Correct Speech.

Oh why should the spirit
Of Grammar be proud
With such a wide margin
Of language allowed?

Of course, there's a limit—
"I knowed" and "I've saw,"
"I seen" and "I done it,"
Are rather too raw.

But then, there are others
No better than they
One hears in the talking
He hears every day.

"Where at?" asks one person,
Quite thoughtless. And: "Who,"
Asks another, "did Mary
Give that bonnet to?"

Hear a maid as she twitters:
"Oh, yes, I went out
With she and her fellow
In his runabout."

And hear a man saying:
"Between you and I,
That block of Pacific
Would make a good buy."

And this from a mother
Too kind to her boy:
"I'd rather you shouldn't
Do things to annoy."

And this from a student
Concerning a show,

Who says to a maiden,
"Let's you and I go."

There's lots of good people
That's talking like that
Who should learn from we critics
To know where they're at.

—W. J. Lampton in the Reader.

An Englishman says one needs to hear
only the first two words of the Star Spangled
Banner to know that it was written
by an American.

Ignorant City Folks.

City Niece (reprovingly)—"Uncle Wayback,
why do you pour your coffee into the saucer be-
fore drinking it?"

Uncle Wayback—"To cool it. The more air
surface you give it the quicker it cools. Guess
these 'ere city schools don't teach much science,
do they?"—New York Weekly.

The Breakfast Food Family.

John Spratt will eat no fat,
Nor will he touch the lean.
He scorns to eat of any meat;
He lives upon Foodine.

But Mrs. Spratt will none of that;
Foodine she cannot eat.
Her special wish is for a dish
Of Expurgated Wheat.

To William Spratt that food is flat
On which his master dotes.
His favorite feed—his special need—
Is Eata Heapa Oats.

But Sister Lil can't see how Will
Can touch such tasteless food;
As breakfast fare it can't compare,
She says, with Shredded Wood.

Now none of these Leander please;
He feeds upon Bath Mitts.
While Sister Jane improves her brain
With Cero-Grapo Grits.

Lycurgus votes for Father Oats;
Froggine appeals to May.
The junior John subsists upon
Uneeda Bayla Hay.

Corrected Wheat for little Pete;
Flaked Pine for Dot; while "Bub,"
The infant Spratt, is waxing fat
On Cattle Creek Near-Grub.

—Chicago Tribune.

Mary is twenty-four years old; she is
twice as old as Ann was when Mary was
as old as Ann is now. How old is Ann?

From Missionary Fields.

Missionaries who have a sense of humor
get an insight into the minds of native
converts which sometimes reveals most
comical views. One returned from India
tells of a native student who translated
into the native dialect,

"Rock of Ages, cleft for me,
Let me hide myself in Thee."

The result of his labors translated back
into English was:

"Very old stone, split for my benefit,
Let me absent myself under one of your frag-
ments."

A South Sea Islander made a good
prayer and a striking simile, as follows:

"O God, we are about to go to our respective
homes. Let not the words we have heard be
like the fine clothes we wear, soon to be taken
off and folded up in a box till another Sabbath
comes around. Rather, let Thy truth be like
the tattoo on our bodies, ineffaceable till
death."

Readings and Recitations.

Parallax.

BY MARTHA MICHEL MARTIN.

Asked the teacher of her class,
"Which is larger, earth or sun?"
All looked puzzled, save one lass;
None could answer but this one.

Upward Mabel's hand now climbs:
"Teacher, I know that," she said;
"The sun is more than a million times
Bigger than this earth we tread."

Yet the parasol of Mabel
Measures inches, twelve plus one;
And with this she says she's able
To keep off the big, bright sun!

The Pirate.

Little Johnny read of pirates,
Thinking he'd be one;
Johnny got his mother's bread-knife,
Took his old air-gun,
And with terrible intentions
Forth went Johnny then
To accumulate belongings
Of his fellow-men.

Johnny, just around the corner,
Spied a sail—in truth,
Just a maid who bore the peaceful,
Gentle name of Ruth—
Just a maid some three years older
Than the pirate bold—

Fiercely Johnny rushed upon her,
Loudly crying, "Now!"

Home there went a moment later,
All unarmed, undone,
One who lost his mother's bread-knife
And his own air-gun;
Sitting, tear-stained, sore disheartened,
Johnny sadly said:
"If she goes and tells about it,
Wish't that I'd be dead!"

Two Good Recitations.

[Let the two following poems be given as recitations, one following the other, by different pupils.]

THE GAME OF LIFE.

BY JOHN G. SAXE.

There's a game in fashion, I think it's called
euchre,
Though I never have played it for pleasure or
lucre,
In which when the cards are in certain condi-
tions,
The players appear to have changed their posi-
tions,
And one of them cries in a confident tone,
I think I may venture to "go it alone."

While watching the game, 'tis a whim of the
bard's,
A moral to draw from that skirmish at cards,
And to fancy he finds in that trivial strife
Some excellent hints for the battle of life,
Where, whether the prize be a ribbon or throne,
The winner is he who can "go it alone."

When great Galileo proclaimed that the world,
In a regular orbit was ceaselessly whirled,
And got not a convert for all of his pains,
But only derision and prison and chains,
"It moves for all that," was his answering
tone,
For he knew, like the earth, he could "go it
alone."

When Kepler, with intellect piercing afar,
Discovered the laws of each planet and star,
And doctors, who ought to have lauded his
name,
Derided his learning and blackened his fame;
"I can wait," he replied, "till the truth you
shall own,"
For he felt in his heart he could "go it alone."

Alas for the player, who idly depends
In the struggle of life upon kindred or friends.
Whatever the value of blessings like these,
They can never atone for inglorious ease,
Nor comfort the coward who finds with a
groan,
That his crutches have left him to "go it
alone."

There's something, no doubt, in the hand you
may hold,
Health, family, culture, wit, beauty and gold,
The fortunate holder may fairly regard--
As each, in its way, a most excellent card;
Yet the game may be lost with all these for
your own,
Unless you've the courage to "go it alone!"

In battle or business, whatever the game;
In law or in love, it is ever the same;
In the struggle for power, or the scramble for
pelf.

Let this be your motto, "Rely on yourself,"
For whether the prize be a ribbon or throne,
The victor is he who can "go it alone."

ANOTHER POINT IN THE GAME.

BY D. S. LAVEIN.

I have read, witty Saxe, your last verses on
euchre--
It's a game I have played, although not for
lucre,
And if you but knew it as well as I know it
You would find, O most genial and excellent
poet,
It teaches a lesson more useful than one
To be gleaned from the sentence, "I'll play it
alone."

Self-reliance, we know, is an excellent trait;
The advance guards of science, who patiently
wait
Until time has developed the truth they pro-
claim,
Deserve a high place in the record of fame,
And often in life as in euchre, I own
You make a big march when you play it alone.

But to go it alone, you no doubt understand,
You must hold the big knaves of the pack in
your hand;
And often in life, in a similar fix,
You depend on such cards to secure you the
tricks;
So that sometimes too much of the knave may
be shown
In a selfish desire to go it alone.

But the game you describe as a "trivial strife"
Has a moral to point for the "battle of life;"
It is this--when the cards are dealt round on
the stand,
And each player looks anxiously into his hand,
How bravely your partner ill-luck can resist
If cheered by the sound of your voice--"I'll
assist."

The great Galileo, imprisoned and bound,
In the midst of his trials this sympathy found;
When angry Dominicans hurled at his head
All the wrath on which bigotry's passion is
fed--
A fair form appeared through the dungeon's
dim mist,
And a daughter's soft voice whispered low--
"I'll assist."

What's the wealth of this world if, designing
and cold,
You selfishly seek all the honors to hold?
Repelling your neighbors with glances of stone,
And the words, harshly spoken, "I'll go it
alone?"
No, no! higher up on humanity's list
Is he who can cheerfully say, "I'll assist."

When in love, oh! rash poet, if she whose
bright eyes
Are gazing in yours with a tender surprise,

Should apply to your own case the moral
you've shown,
And quietly tell you to play it alone,
With what passionate ardor those lips would be
kissed,
Till they murmured once more the soft words
"I'll assist."

Then shuffle the pack! cut the cards once again,
And let a new moral awaken your strain;
Go! teach to the world that the battle of life
May be lightened to all who take part in the
strife

If the generous lesson, thus taught, be not
missed,
And each man to his neighbor will say, "I'll
assist."

And they rent their garments and tore their
hair,
And yelled police, police.

Long, long at the fire with his head bowed down
He gazed at the embers' glow;
Till the midnight paused o'er the slumbering
town,

And the waning moon hung low.
Then his dark eyes burned with a genius rare,
To the easel he sprang with a bound,
And he wrought by the glimmering fire-light
there,

While the shadows gathered around.
And all night long, till the pale, pale dawn
Looked in at his casement dim,
He painted the song of the dying swan
And the song that she sang for him.
And the wondering throngs of awe-struck men
Knelt down at the dream he had wrought,
For he painted the soul of the where and the
when,

The never, the which and the ought.
But—

When it was dry he took it down
And bore it far from thence,
And sold it for gold in a distant town
For two dollars and fifteen cents.

He could not sleep, for the stars were calling,
The spaces of blue burned white for him,
The echoes of night around him falling
Went up through the ether, clear and dim.
It were profane to light a taper,

But.

BY BOB BURDETTE.

Her white hands over the white keys strayed,
But her soul was above the stars;
And the far-off look in the eyes betrayed
The fire in the wayward bars.
Then her spirit found birth in a burst of song,
For Music held her hands;
And a full-born harmony flowed along,
Like a cadence of angel bands.
And the listening multitudes thronged to hear,
And, weeping, they went away,
Afire and atremble with love and fear,
To dream and to do and to pray.

But—
The lodgers upstairs and across the street
Prayed heaven that the howl might cease,
Low on the breast of night he leaned;
He found in the dark some ink and paper,
And then, with his eyes from the starlight
screened

He wrote with a pen that went softly winging
Over the pages that flew away,
The songs of light that the night was singing,
The joyous songs of the coming day;
Words that should be for aye and forever,
Songs that should live while time should last,
Dreams of eternity, yesterday, never,
Thoughts which would sun and stars outlast.
But—

Next day he carted 'em down to the sanctum.
"Read them," he cried, "what the muse de-
clares."

Straight to the door the editor yanked him,
And fired him down three flights of stairs.

A Little Gentleman.

I know a well-bred little boy who never says
"I can't;"

He never says "Don't wan' to," or "You've got
to," or "You shan't;"

He never says "I'll tell mamma!" or calls his
playmates "mean."

A lad more careful in his speech I'm sure was
never seen!

He's never ungrammatical—he never mentions
"ain't;"

A single word of slang from him would make
his mother faint!

And now I'll tell you why it is (lest this
should seem absurd):

He's now exactly six months old, and cannot
speak a word. —St. Nicholas for May.

The Bulletin.

History and literature teaching will be im-
proved by the visit of 30,000 teachers to his-
toric and literary Boston and vicinity this
summer.

Send for free sample of our report card, for
common school or high school. Our song book
is unexcelled; for a sample copy send five two-
cent stamps.

Through an oversight credit was not given
in the June number of this journal to Prin. W.
L. Morrison for the article on A Study of Plant
Food which was contributed by him.

Query: How many members of the nomi-
nating committee of the N. E. A. at its recent
meeting got themselves nominated as state di-
rectors? Eh? Don't all speak at once.

The Single Tax Information Bureau, 1467
Bedford Avenue, Brooklyn, N. Y., will send
free literature explaining the Single Tax to
any one who writes for it, and it is well worth
reading.

The matter published on another page from
Mr. Doty's circular on teaching English is
good reading for other teachers, besides those
in high schools. It is gratifying to note that
Supt. Cary's official circulars are so free from
the dictatorial tone. He seems to assume that
those to whom the circulars are addressed
have not only had experience in teaching but
are able even to do some thinking for them-
selves.

John W. Cook, president of the State Normal School at DeKalb, Illinois, was made president of the N. E. A. for next year. This means a vigorous and able administration.

Gillan's Lessons in Mathematical Geography exactly meet the requirements in the uniform course of study officially approved in several states. In the new Manual for Wisconsin schools it is practically made a part of the course of study. It seems to have covered the ground so completely that a reference to the little book itself stands in lieu of any outline of the subject. See page 80, Eleventh Edition, Manual of Course of Study for Common Schools of Wisconsin, 1902. Price, 10 cents, or one dollar a dozen.

St. Louis Items.

The schools opened with a somewhat decreased attendance, but the high school increased by 400, bringing the first day's enrollment up to 2,340.

Since the adjournment of school in June has occurred the death of Assistant Superintendent George T. Murphy. He was principal of several schools from 1878 to 1900, and since that time has been a superintendent under two administrations. Few men connected with any system of schools have been better or more deservedly loved.

John S. Collins, principal of the Eugene Field School, has been selected as successor to Mr. Murphy. He has been a principal in this city for many years and has a host of friends and admirers. The selection meets with general favor.

W. J. Stevens has received a deserved recognition by being transferred to the principalship of the Field school. H. J. Gerling goes to the Hodgen school, a very fine position, and C. E. Witter takes charge of the Fremont school.

St. Louis now distributes free books and free supplies to all its pupils. Principals are no longer required to sell books and supplies, being thus relieved of the most exasperating system of petty details that school men have ever been afflicted with.

Principals and teachers in St. Louis have an increase of salaries. The maximum for second assistants is to be \$700, for first assistants \$800, for head assistants \$1,000, for principals \$2,400.

Prof. Wm. H. Lynch is a unique character in Missouri schools. Everybody knows him, and to know him is to admire. He has found that no school reader is equal to the newspaper in school. Besides raising the general level of intelligence in his community by his wide-awake, progressive methods of conducting schools, he also raises some of the best eating apples in the country, some barrels of which at its last meeting he distributed to the State Association.

The Milesian character sketches of Seumas MacManus are not biting, only amusing. The tale called "How Miss Turkington Did Not See Queen Victoria," which appears in the September Lippincott's, is one of his sweetest and funniest bits of native drawing.

Everybody's Magazine for September contains an article that will interest students of history and civics entitled, The United States of Europe, by Emily Crawford. Radium and Human Life will be read with profit by high school classes in physics. Other valuable articles are Children of the Stage, and the installment of Mary Manners's excellent series on The Unemployed Rich.

Princeton, Ill., June 14, 1903.

Pendleton Globe Co.,

Appleton, Wis.

Gentlemen: Last October our school board bought six 18-in. Pendleton Globes for use in our City Schools. These globes have been in daily use since that time and our teachers have been enthusiastic in their praise. I shall recommend the purchase of three more in the near future.

M. G. Clark, Supt. of Schools.
Send for circular to Pendleton Globe Co., Appleton, Wis.

Mayne's series of school records has been completed by the addition of a graded school register, consisting of a record for each grade or department, with binding covers in which all the records are preserved. Full description will be sent on application to S. Y. Gillan & Co., Milwaukee. These registers, together with Mayne's High School Records, are pre-eminent among record blanks for their simplicity and completeness.

A new series of readers by President L. H. Jones of the Michigan State Normal School, formerly superintendent of schools in Indianapolis and later in Cleveland, has just appeared from the press of Ginn & Co. The books are very attractive in binding, illustrations, type and material, and they contain a larger amount of reading matter than any other series we have examined. This would be a doubtful commendation if the reading matter were inferior in quality, but it is not; there is enough that is new to make the matter interesting and enough of those old favorites, the lights that never grow dim, to preserve that standard, classic tone which every series of readers should have, but in which some of our modern readers are unfortunately lacking.

One feature of these books is the high moral tone that pervades the lessons. Stories that inculcate heroism, manliness, and kindness to animals, are presented in a wholesome form, not with that thin sugar-coating of Aunt Nancyism which makes the child think he is taking medicine and not food. The lessons on the boyhood of Washington in the Third Reader of this series are a good type of a sane and healthy style in juvenile literature.

The illustrations in these books, several hundred of which are printed from the best wood

engravings, are of a high order of merit and are from originals by well-known artists. The superiority of the illustrations is particularly obvious.

The new edition of **THE WESTERN TEACHER SONG BOOK** contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write S. Y. Gillan & Co., Milwaukee.

Herbert W. Horwill has a paper in the September Atlantic on *The Bible in Public Schools*, and he discusses as pertaining thereto the increasing and generally acknowledged Biblical ignorance of the rising generation. This is a thoughtful and able paper, and in this respect it is in marked contrast to the discussion of the same subject by President Butler, of Columbia, at the meeting of the N. E. A. at Minneapolis last year, in which he had the bad grace to attack a Supreme Court decision made a dozen years ago, and in which to-day probably nine-tenths of the citizens concerned heartily acquiesce. Those members of the N. E. A. who followed Mr. Butler like so many sheep behind a bell-wether and committed the association to the adoption of a grotesquely irrational and reactionary resolution on this subject—and without a yelp of opposition—should read Mr. Horwill's article and take a look at themselves.

Conditions in the Philippines grow worse continually. American school teachers in those misgoverned islands are now virtually treated as suspects, almost as prisoners, by those in authority over them. This is because some of the teachers have had the temerity to write to their friends at home the truth about the conditions that prevail in the islands. Superintendent E. B. Bryan has accordingly sent a threatening circular letter to the teachers, warning them of the responsibility they will incur by writing too freely to their folks at home. Our educational efforts in the Asiatic portions of the American Empire have proved a fiasco which would be amusing if it were not so tragically serious. The publication of this item in some parts of our Empire would be treasonable and punishable by a heavy fine or imprisonment.

Simms's Child Literature, by Mae Henion Simms, cloth, 144 pages, with illustrations, price, 30 cents, American Book Company, Cincinnati and Chicago, is the latest addition to the well-known and popular series of Eclectic School Readings, and is intended for first reader grades. Its distinctive feature consists in its method of presenting attractive nursery rhymes and stories, popular poems, and Bible stories, simplified and told in short, easy words. The rhymes are afterward repeated in their original form. New words are naturally and gradually introduced, and the gradation of the matter is easy and well-maintained

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throughout. The book is profusely illustrated, and will be welcomed by many teachers who feel the need of fresh and interesting reading matter for younger pupils.

Two of the leading questions in the progress of schools in the Middle West are better salaries for teachers and manual training for pupils. Both these are bound to come, even if the movement at times does seem slow.

It sometimes happens that in renewing subscriptions, the subscriber's name appears twice on our list. Two copies of the paper are thus sent when only one is subscribed for. When the day of settlement comes, trouble begins. If you are getting two copies of this paper and have subscribed for but one, please give us early notice of the error.

Even the editor of *Intelligence* admits that the Boston meeting was not half bad. Now, without wrenching the proprieties, he might heed the still, small voice of his conscience and frankly confess that the mean things he published about Mr. Winship in connection with the meeting were uncalled for.

The rapid growth of the new rural school library movement in North Carolina is well set forth in the September number of the *Review of Reviews* by Mr. Clarence H. Poe. The article informs us that parents use the books as much as the children themselves, and that the

library movement is destined to play an important part, along with good roads, the rural telephone and mail delivery, in the uplift of American country life.

If you have not been using monthly report cards try this mode of encouraging regular, prompt attendance and diligence in learning lessons. See the fac simile of our card on another page. It is unsurpassed for simplicity and effectiveness, and is printed on cardboard of first quality which will stand the wear to which report cards are necessarily subjected. We can furnish good, strong envelopes of a size to fit the card, at half a cent each or 40 cents a hundred.

The small increase of teachers' salaries finally granted by the Milwaukee Board of School Directors, after years of deliberation, discussion and promises of increase, reminds us of a story—also of an old con song: Pat was one day working for the bishop, who, at the close of the morning's labor poured a "brain-duster" into a glass with the remark that it was good old stuff, over twenty years old. "Sure, your Reverence," said Pat, looking critically at the liquor in the glass, "it's verra small of its age."

A negro song of slavery days contained these suggestive lines. The last word is *probably* a noun, but the *master* preferred it should be a verb:

"Sheep meat too good foh nigger;
Massa killed a barrow,
Crack de bones to git de marrow,
Give de nigger tail and bristle;
Good to make de nigger whistle."

A Spelling Device.

One day each week allow each pupil to give out one word for the class to spell, the whole class to write the word. The pupil is to be held responsible for giving a word that they have had in connection with their spelling, geography, or language work; and the pupil who selects the word on which there are the most failures makes the greatest success.

How to work this out practically in detail is fully set forth in *Language Lessons*, by S. Y. Gillan. The little book is one of our series of teachers' aids, and contains scores of valuable suggestions for schoolroom work in this branch, all of them practical and usable. Price, 30 cents.

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Mobile & Ohio R. R. will sell round trip tickets at above rate from St. Louis and Cairo, Ill., and intermediate locations to New Orleans, Mobile, Montgomery and other Southern points on September 15 and October 20. \$16.00 from Chicago. Liberal limits and stop-overs. Jno. M. Beall, A. G. P. A., St. Louis.

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S. S. Stockwell, a graduate of the State Normal and later of the State University of Iowa, and recently principal of a large ward school in Cedar Rapids, has been called to the chair of education in the University of Wyoming at Laramie.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the text-book lessons. A new edition has been issued, which brings the references to population up to the latest census. Price 40 cents. Address this office.

The Webster-Cooley Language Books, I and II, Houghton, Mifflin & Co., Boston, is a new series which is attracting marked attention.

Each chapter is made up of a group of language lessons related in thought, introducing language facts inductively, providing material for oral and written practice and suggestions as to its use. A group of lessons is developed on the following plan:

(1) The pupil's reading, or listening to the teacher's reading, of something of literary value and in vital contact with his own life.

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(5) Original compositions.

The daily exercises furnished in spelling, punctuation, study of words, analysis of thought, and appreciation of good literature are so copious that there is no need of supplementary work by the teacher; every principle essential to the use of language, written or oral, is presented; and every day the child takes one step forward.

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oral and written forms. The exercises cover a systematic unit in the study and use of capital letters, punctuation, and forms of written arrangements, including the study of letter forms; also in the study and use of word forms often incorrectly used, e. g., irregular verb-forms, singular and plural forms of nouns and pronouns, etc.

Book II is divided into two parts, each designated for one year's work. Part I emphasizes the analysis of thoughts roused by the poem or story; and the study of the use and meaning of words as related parts of the expression of the thought. Through the study of forms of words as determined by meaning and use, the pupil is prepared for the third year's work.

In Part II the pupil is led to the recognition of the parts of the sentence and of parts of speech by name, as the classification of ideas with which he is already familiar. The pupil is then led to formulate, learn, and apply many simple rules of composition and grammar.

A few Wisconsin people raised the question, and had it discussed in the newspapers, whether their state was accorded large enough recognition on the N. E. A. program. The verdict of many thoughtful people anent the Badger State's contribution was, "Enough of it, such as it was." President Halsey, of the Oshkosh Normal School, read a paper, a sort of travesty fit to "make the judicious grieve," in which he offered a weak apology for a low standard of normal school work—a sort of defense of low grade work on the ground that a double standard may be maintained, one for the country school, the other for cities. A critic in the New England Journal of Education takes Mr. Halsey to task and touching his two standards (one of them very low, determined by a low grade of students—the result of low salaries), the critic says:

"Normal schools are only to be justified if they train their students in the theory and practice of teaching just as medical schools train their students in the theory and practice of medicine, and the best of these insist, not on a high school course, which is as far as the best normal schools demand, but also on a college or a university course, and surely as much

should be demanded from the teacher as the physician or preacher, and it illy becomes a president of a normal school to sanction less, and a professor in a good medical college would be laughed at if he should advise one standard for the city practitioner, and another for the country."

Books Received.

We will give the name, publisher and price (if reported to us) of every book that we receive. We will give notice or review of such as space and our judgment will permit. Some of the books in this list will be reviewed in subsequent issues. All volumes are cloth unless otherwise noted. A copy of any book in this list will be sent on receipt of the price.

Elementary Physiology and Hygiene, by H. W. Conn. 272 pp., 60 cents. Silver, Burdett & Co.

Heroes of Chivalry, by Louis Maitland. 238 pp., 50 cents. Silver, Burdett & Co.

Selections from Homer's Iliad, by Allen R. Benner. 522 pp., \$1.60. D. Appleton & Co.

Tales from Wonderland (Baumbach). Translated by Helen B. Dole. 122 pp., 30 cents. A. Lovell & Co., New York.

Essentials of German, by B. J. Vos. 222 pp., 80 cents. Henry Holt & Co., New York.

Primary Arithmetic, by Wm. R. Milne. 160 pp., 25 cents. American Book Co.

The Baldwin Speller, by S. R. Shear and Margaret T. Lynch. 128 pp., 20 cents. American Book Co.

German Grammar, by Marion D. Learned. 407 pp., \$1.15. D. Appleton & Co.

Webster's New Standard Dictionary. 738 pages. Illustrated, indexed, half leather, \$2.50; cloth, \$1.50. Laird & Lee, Chicago.

The Art of Writing and Speaking the English Language. Vol. II, Grammar and Punctuation, by Sherwin Cody. 32mo., 127 pp., \$1.00. The Old Greek Press, Chicago.

The Tempest (Shakespeare). Edited by Edward E. Hale, Jr. Riverside Literature Series No. 154. Paper, 15 cents. Houghton, Mifflin & Co.

General Zoölogy, by C. Wright Dodge. 512 pp., \$1.80. American Book Co.

Stories of Great Artists, by Olive B. Horne and Kathrine L. Scobey. 157 pp., 40 cents. American Book Co.

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Child Literature, by Mae H. Simms. 144 pp., 30 cents. American Book Co.

History of Roman Literature, by Harold N. Fowler. 311 pp., \$1.40. D. Appleton & Co.

Descriptive Chemistry, by Lyman C. Newell. 598 pp., \$1.20. D. C. Heath & Co.

Simple French, by Victor E. François and Pierre F. Giroud. 241 pp., 60 cents. Henry Holt & Co.

Primer of Physiology, by Wm. O. Krohn. 144 pp., 35 cents. D. Appleton & Co.

Language Lessons from Literature, by Alice W. Cooley. Book I., 200 pp., 45 cents. Houghton, Mifflin & Co.

Elementary Composition, by W. F. Webster. 323 pp. Houghton, Mifflin & Co.

Aus dem Deutschen Dichterwald, by J. H. Dillard. 206 pp., 60 cents. American Book Co.

Animal Studies, by David Starr Jordan, V. L. Kellogg and Harold Heath. 459 pp., \$1.25. D. Appleton & Co.

Stories from Hebrew, by Josephine W. Heermans. 178 pp. Silver, Burdett & Co.

Virgil's Aeneid, Six Books. Edited by Jesse B. Carter. 35+252+134 pp. D. Appleton & Co.

Primary Songs for Rote Singing. 43 pp. Ginn & Company.

Agriculture for Beginners, by Chas. W. Burkett, Frank L. Stevens and Daniel H. Hill. 267 pp. Ginn & Company.

Our Government, by J. A. James and A. H. Sanford. 217+120 pp. Chas. Scribner's Sons.

The Jones Readers, by L. H. Jones. First Reader, 160 pp., 30 cents; Second Reader, 208 pp., 40 cents; Third Reader, 286 pp., 50 cents; Fourth Reader, 416 pp., 65 cents; Fifth Reader, 496 pp., 75 cents. Ginn & Company.

The British Nation, by George M. Wrong. 616 pp. D. Appleton & Co.

Principles of English Grammar, by J. N. Patrick. 212 pp., 60 cents. J. B. Lippincott Company, Philadelphia.

Character Reading, by Mrs. Symes. 131 pp., 50 cents. The Saalfeld Pub. Co., Akron, Ohio.

Animal Structures, by David Starr Jordan and Geo. C. Price. 99 pp., 50 cents. D. Appleton & Co.

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WILL THIS FALL ADD TO THEIR LIST OF STANDARD TEXT-BOOKS the FOLLOWING:

I. **Mace's School History of the United States.** By Dr. William H. Mace, head of the Department of History in Syracuse University, Syracuse, N. Y. Author of 'Methods in History.'

Prof. Mace is peculiarly fitted to prepare a history of the United States for grammar grades. It is quite certain that no historian of our day has a better acquaintance with the conditions of our secondary schools. His text-book in history will be a development of the course outlined in his 'Method in History.'

II. **Dodge's Geographies.** By Richard Elwood Dodge, Professor of Geography in the Teachers' College, Columbia University, New York City.

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